



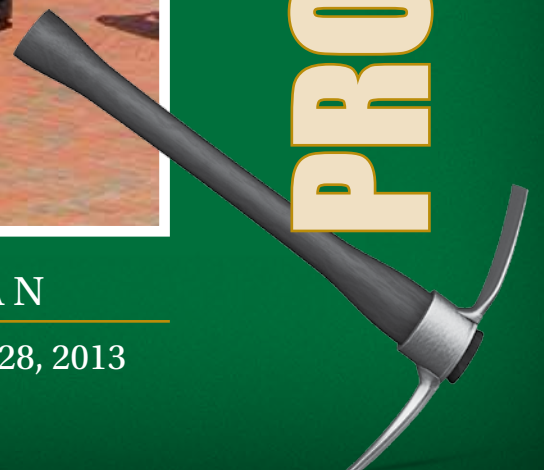
UNC CHARLOTTE



PROSPECT FOR SUCCESS

QUALITY ENHANCEMENT PLAN

University of North Carolina at Charlotte March 25-28, 2013





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Charlemagne

*“My lords barons, say whom shall we
send up to Saragossa, to [parley with]
King Marsiliun?”*

Duke Neimes

*“I’ll go there for your love;
give me therefore the wand,
also the glove.”*

*The Song of Roland,
a French chanson de geste,
ca. 1050, verse xvii.*

In a pre-literate society a written contract was not much use. Instead, agreements were often enacted in a formal ceremony in order to fix a memory of the relationship in the community’s oral tradition. In these ceremonies, a ‘gage’ was exchanged—a glove for military or diplomatic service, a clod of earth for land tenancy, a ring for marriage. The gage served as a token of the close relationship that was being created, and it symbolized the mutual exchange of privileges and responsibilities that would persist thereafter. The verb “to engage” has its roots in those ceremonies. It means, literally, the act of exchanging gages, the act of entering into a binding, meaningful, and active relationship. UNC Charlotte believes that college education is best understood as an act of engagement in this deep sense, a commitment that defines who you are and what you will become. For that reason, the University has chosen to build its *Prospect for Success* QEP around the concept of “engagement” in order to ensure that students achieve their fullest potential.

THE ENGAGED STUDENT

EXECUTIVE SUMMARY



LYNCH HALL

WING CHARLOTTE



The University of North Carolina at Charlotte’s mission statement commits the institution to providing an ‘exemplary undergraduate’ education that equips students with a strong liberal arts foundation in a robust intellectual environment that values diversity, collegiality, and creativity. Laudable in any context, this mission statement takes on a much deeper resonance in light of the University’s commitment to access and of the socially, economically, and geographically diverse student body it serves. For many students, and particularly for the third who are the first in their family to attend college, the time they have at UNC Charlotte represents a unique and potentially life-changing opportunity for personal and professional growth.



If students are to achieve this potential, they must engage as active partners in the educational experience; however given the characteristics and experiences of the University's student body, such engagement cannot be taken for granted. Many students do not have a realistic understanding of what a college education involves and what is expected of them, nor can it be assumed that they are predisposed to take advantage of the opportunities that an institution of higher education provides. In order to fulfill its mission, then, the University must actively engage students, and it has chosen the topic for its Quality Enhancement Plan with that objective in mind.

Designed to proactively foster both the extent and depth of students' engagement, UNC Charlotte's *Prospect for Success* QEP will provide all first-time full-time freshmen with the opportunity to participate in a formal engagement curriculum during their first year of enrollment. Recognizing the diverse needs of students in the University's seven academic colleges, this engagement curriculum takes different forms in different colleges, but all versions of the curriculum have common elements to make manifest to students both aspirational 'ways of being' (the value of engagement) and practical 'things to do' (how to be engaged).

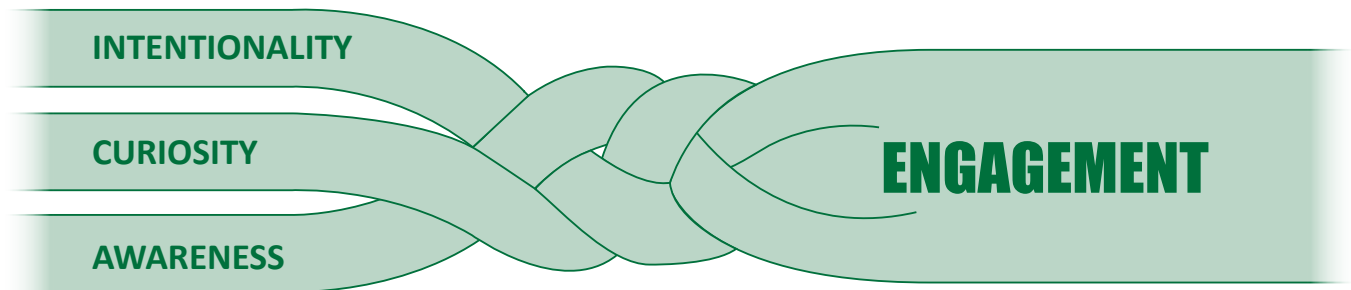


UNC Charlotte's mascot is the 49er, hard working, self starting, and persevering.

Stated as an imperative, "Prospect for Success" thus alludes to University tradition while clearly conveying the message of its Quality Enhancement Plan.

The *Prospect for Success* QEP was developed by means of a comprehensive planning process involving a broad range of stakeholders including faculty, administration, students, and staff. Their analysis of institutional needs led the University to define students' engagement in terms of three interconnected goals—what might be thought of as the underlying DNA of education (*Figure 1*).

Figure 1 The Elements of Engagement



For purposes of assessment, however, the *Prospect for Success* QEP will operationalize these overarching goals in terms of three student learning outcomes (*Figure 2*).

Figure 2 *Prospect for Success* Goals and Outcomes

INTENTIONALITY	CURIOSITY	AWARENESS
<p>Commitment to success</p> <p>Students will:</p> <ul style="list-style-type: none"> • identify comprehensive, realistic, and meaningful goals for their collegiate experience • develop intentional strategies for achieving those goals • revise their goals in light of experience 	<p>Inquiry</p> <p>Students will:</p> <ul style="list-style-type: none"> • understand inquiry as an open-ended pursuit of knowledge • be driven by curiosity, which builds a foundation for future learning 	<p>Self & cultural awareness</p> <p>Students will:</p> <ul style="list-style-type: none"> • demonstrate an understanding of themselves, and of others, as individuals whose world view and capacities are shaped by culture and experience • understand the need to navigate difference in order to take advantage of opportunities and resolve conflicts



Regardless of the college in which they are enrolled, first-time full-time freshmen will have experiences, activities, and assignments in their *Prospect for Success* course(s) that are designed to develop their competencies with regard to each of these three outcomes.

The *Prospect for Success* curriculum will benefit both individual students and the institution as a whole. The benefits to a student who achieves these three learning outcomes are self-evident. A student who can set realistic goals and pursue strategies to achieve those goals has the intentionality needed for success in her personal and professional life. A student who understands inquiry as an open-ended process has the capacity for curiosity that is the foundation for life-long learning. And the student who can appreciate the trajectories that have helped shape both himself and others has the awareness needed

to navigate social and cultural difference. In addition, the *Prospect for Success* curriculum will have indirect benefits because students who master these competencies should be better positioned for academic success and timely graduation.

Accordingly, the assessment plan for the *Prospect for Success* QEP will monitor the realization of these benefits both by direct and indirect assessment of students' mastery of the three learning outcomes and by indirect assessment of program outcomes measuring students' academic success and timely graduation. Overall success of UNC Charlotte's QEP will be assured by a senior leadership team that will work collaboratively with colleges, departments, faculty, and support units to implement the *Prospect for Success* curriculum, to assess its effectiveness, and to continually improve student learning and performance.

**DELVING INTO,
AND DESIGNING FOR,
STUDENT SUCCESS**

PLANNING PROCESSES

2





2

UNC Charlotte is North Carolina's urban research university. It leverages its location in the state's largest city to offer internationally competitive programs of research and creative activity, exemplary undergraduate, graduate, and professional programs, and a focused set of community engagement initiatives. UNC Charlotte maintains a particular commitment to addressing the cultural, economic, educational, environmental, health, and social needs of the greater Charlotte region.
— UNC Charlotte Mission Statement

In fulfilling its mission of offering 'exemplary undergraduate...programs' UNC Charlotte commits itself to providing ...

- Accessible and affordable quality education that equips students with intellectual and professional skills, ethical principles, and an international perspective.
- A strong foundation in liberal arts and opportunities for experiential education to enhance students' personal and professional growth.
- A robust intellectual environment that values social and cultural diversity, free expression, collegiality, integrity, and mutual respect.

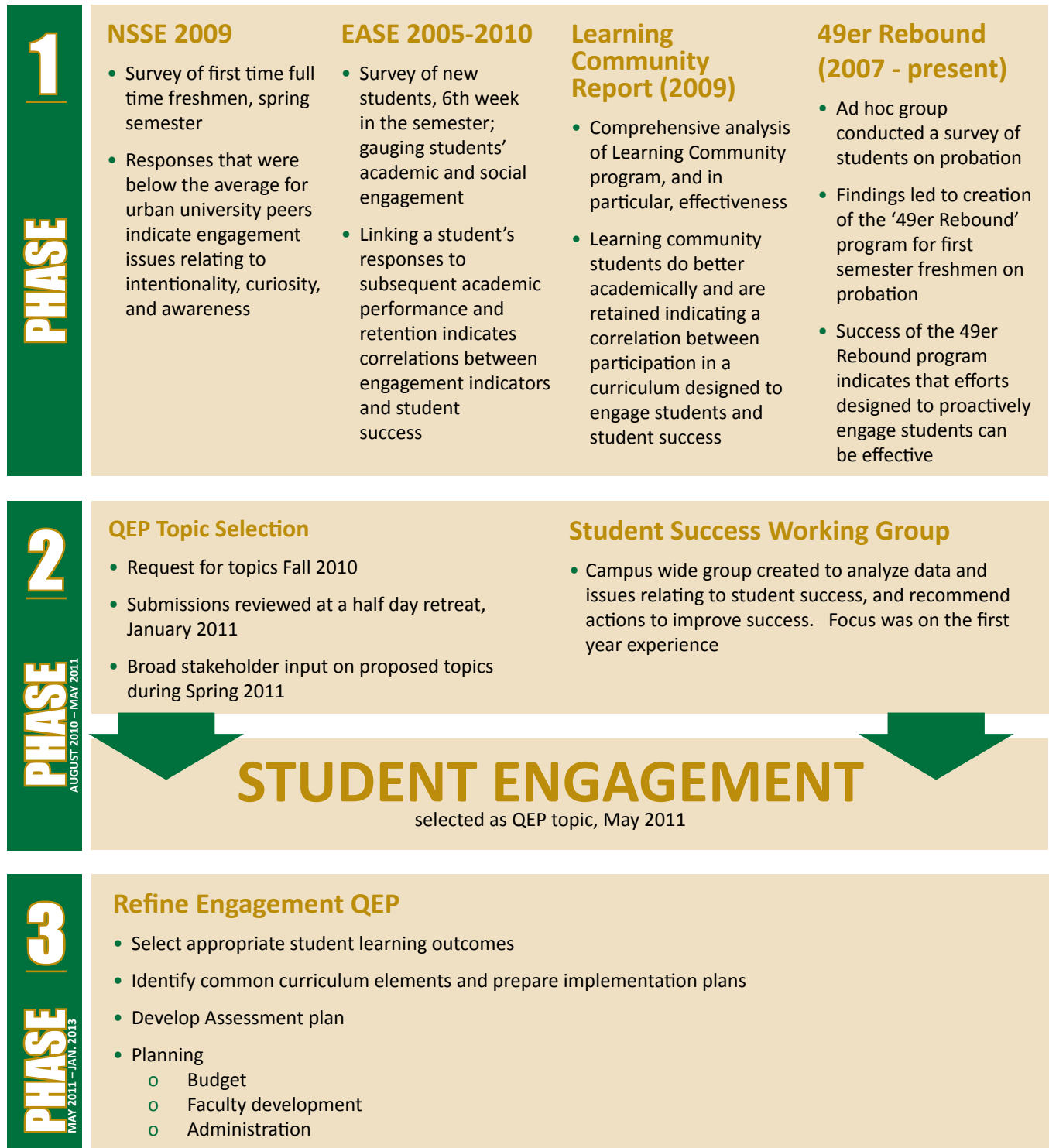


UNC Charlotte prides itself as an institution that opens doors for undergraduates seeking higher education. That commitment is manifest in the fact that almost a third of the typical entering class of freshmen consists of first-generation college students, that UNC Charlotte enrolls more students eligible for Pell grants than any other university in the UNC system, and that over 70% of students get some type of financial aid. However, while the University's commitment to access does not come at the expense of quality, it does create challenges in terms of the preparation and expectations of the students who enroll. It is telling, for example, that less than 20% of the entering freshman class has AP credit. That figure is on par with that for North Carolina high school graduates as a whole; however, given that students with AP credit are almost twice as likely to graduate from college as those without credit (a correlation that is particularly strong for under-represented and low-income students) it is an indication that students attending UNC Charlotte may not be fully prepared for the rigors of a collegiate curriculum (*Dougherty et al, 2005*). Similarly, it is telling that over half of entering freshmen are admitted into majors in which students must meet additional GPA and pre-requisite thresholds in order to matriculate into the upper-division. (Another 15% of entering freshmen are admitted as undecided students having failed to meet the admissions requirements for one of these competitive programs.) Attrition rates for

students in these competitive programs are very high – in Business only about half of admitted freshmen matriculate into one of that college's majors and the same is true in Engineering – indicating that many students at UNC Charlotte may not have a realistic understanding of what it will take to be successful in the major and career they have imagined for themselves.

These challenges are not new, and they have been addressed by a number of efforts over the past years. From the start, therefore, UNC Charlotte saw the QEP not as a departure but rather as an opportunity to re-think, re-imagine, and ultimately re-engage in its core commitment to undergraduate education by responding to these challenges and seeking to fulfill its mission. The process by which the institution selected and then refined the focus for its QEP had three phases (*Figure 3*). First, a 'foundations' phase preceded formal QEP planning and established evidentiary groundwork that directly contributed to the development of the *Prospect for Success* QEP. Second, a 'topic selection' phase (August 2010 until May 2011) during which the University considered possible QEP topics and eventually chose student engagement. Third, a 'topic development and implementation' phase (since May 2011) during which the University has refined the chosen topic by identifying learning outcomes and developing a comprehensive implementation and assessment plan.

Figure 3 *Prospect for Success Goals and Outcomes*



PHASE I: FOUNDATIONS

Four initiatives that preceded the formal launch of the QEP planning process are important because they provided a framework of survey and student performance data that helped to identify engagement as a fundamental factor influencing student success.

1. National Survey on Student Engagement (NSSE):

UNC Charlotte administers NSSE every other year to first-time full-time freshmen enrolled in the spring semester. The questions on which students at UNC Charlotte score significantly lower than their peers at similar urban universities indicate a relative lack of engagement, particularly as regards intentionality, curiosity, and awareness (*Table 1*).

Table 1 NSSE Results, First-Time, Full-Time Freshmen, Spring 2009

	Question (summarized) Four point scale where 1=never and 4 =very often	UNC Charlotte	Urban Universities	Effect size
Intentionality	Asked question in class	2.65	2.90	-0.29 ***
	Attended an art exhibit or performance	1.96	2.12	-0.17 ***
	Discussed career plans with advisor or faculty member	2.11	2.20	-0.10 *
	Worked harder than expected to meet expectations	2.62	2.72	-0.11 *
Curiosity	Discussed readings or ideas with faculty outside of class	1.79	1.90	-0.12 **
	Discussed readings or ideas with others	2.60	2.80	-0.22 ***
	Put together ideas from different courses	2.54	2.63	-0.11 *
	Making judgments about value of information	2.85	2.97	-0.14 **
Awareness	Examined strengths or weaknesses of own view on a topic	2.46	2.61	-0.16 ***
	Tried to understand someone else's view on a topic	2.69	2.84	-0.16 ***
	Learned something that changed the way you understood an issue	2.71	2.89	-0.21 ***

Level of significance: * p<.05; ** p<.01; *** p<.001

Source: Student Affairs Research, 2009

2. Evaluating Academic Success Effectively (EASE):

Since 2005, Student Affairs has surveyed new students in the sixth week of each semester in order to gauge their level of academic and social engagement. The EASE survey is designed to identify correlations between self report data early in a student’s first semester and subsequent academic success and retention. EASE data shows that there are correlations between behaviors indicative of engagement and academic success and retention (*Table 2a, 2b*).

Table 2a EASE Survey Findings, summary, Fall 2009 First-time full-time freshmen

	1 st semester academic standing	1 st semester retention	1 st year academic standing	1 st year retention
Attends class regularly	•	•	•	•
Spends significant time studying for class	•	•		•
Studies regularly with other students	•			
Comes to class prepared	•		•	
Participates in class	•		•	

• = Statistically significant correlation

Table 2b EASE Survey Findings, detail

	N=716	Mean fall semester GPA	% on academic probation	Retention 1 st semester	Suspended second semester	Retention one year
How often each week do you miss class						
3-4 Classes per week	5	0.12	100%	95%	100%	0%
1-2 classes per week	51	2.51	27%	97%	16%	73%
1-2 classes per month	268	2.74	14%	97%	8%	78%
Never	352	3.18	5%	91%	3%	87%
How often do you participate in class (ask questions, participate in discussion, etc.)?						
Very often	130	3.09	9%	95%	6%	85%
Often	231	2.94	11%	97%	8%	78%
Sometimes	294	2.89	10%	97%	5%	86%
Never	46	2.74	15%	91%	10%	67%

Source: Student Affairs Research, 2009

3. Learning Communities:

The Learning Community program at UNC Charlotte began in 2001 with 38 students in one community and now enrolls over 700 students in 16 communities, a quarter of first-time full-time freshmen. In 2009 the University completed a comprehensive review of the Learning Community program which showed that new freshmen enrolling in a Learning Community are more likely to be academically successful and to be retained (*Table 3*). These results indicate that structured curricula designed to engage students are associated with success.

Table 3 Learning Community Outcomes, 2006-2008 cohorts

	LC students	All new freshmen
1 st year academic suspension (%)	3.1%	4.2%
1 st year GPA	2.82	2.74
1 st year earned hours	25.5	24.3
1 st year retention	81%	78%

Source: Improving the Impact of Learning Communities at UNC Charlotte through Research-Guided Program Development, 2011

4. 49er Rebound:

In Spring 2007, an ad hoc group surveyed students who were not in good academic standing (students on academic probation and suspended students). Analysis of that data suggested that the University needed to be much more proactive with these students, particularly first-time full-time freshmen on probation after their first semester, for many of these students were unable to identify strategies to improve their grades. 49er Rebound, first piloted in Spring 2008 in University College, was created to address this need. The program allows students to choose between interventions that proactively engage them in activities designed to improve academic performance. The 49er Rebound program is very successful; students completing a 49er Rebound intervention are significantly more likely to return to good academic standing, they have a higher ratio of earned to attempted hours, and they are more likely to be retained from the first to the second year (*Table 4*).

Table 4 49er Rebound Outcomes: Fall 2009 - new freshmen on probation in spring 2010

49er Rebound intervention status	Returned to good standing, May 2010	Earned to Attempted Hours Ratio, May 2010	Retained, August 2010
Completed	41%	.78	63%
Did not complete	18%	.56	35%

Source: 49er Rebound Report, Fall 2010

PHASE II: TOPIC SELECTION (AUGUST 2010 – MAY 2011)

The University's selection of engagement as the QEP topic was the result of a convergence between the formal process for choosing a QEP topic and a parallel effort engaged in institutional analysis and planning to improve student success. This hybrid approach combines the benefits of a broad consultative process that seeks input from across the institution with the benefits of a more centralized process in which initiatives emerge out of the analysis of data.

Call for QEP Proposals, Sept. 30th, 2010, issued by the Office of Academic Affairs to all faculty and academic staff

Requirements

Pre-proposals should include a general description of the proposed topic and a narrative justification that addresses:

- 1. Why the proposed topic is important to UNC Charlotte;*
- 2. How the proposed topic will affect student learning;*
- 3. What existing problems or gaps in student learning the proposed topic will address;*
- 4. What portion of the student body will be affected by the proposed topic; and*
- 5. Whether the proposed QEP is a new endeavor or a significant extension of ongoing efforts.*

1. Formal QEP Topic Selection

The formal topic selection process for the QEP was launched at the Convocation ceremony in August 2010 when Dr. Joan Lorden, Provost and Vice-Chancellor for Academic Affairs, introduced the QEP in the context of SACS reaccreditation requirements and invited members of the University community to submit topics for consideration. In January 2011, the campus community was invited to a half-day retreat to review the nine QEP topics that had been submitted. This meeting, attended by almost 100 faculty, students, and staff across all academic units and University divisions made recommendations regarding each topic and asked each topic's proposer to participate in a collective 'revise and resubmit' effort to explore complementary aspects of their ideas. Those discussions produced four composite QEP proposals, and during the remainder of the spring semester, these four topics were discussed with a wide range of campus stakeholders including administrative councils (Deans, Associate Deans, and Department Chairs), faculty in each of the academic

colleges, and academic support staff. In addition, students were asked to complete an on-line survey to rate the four possible topics in terms of importance, potential relevance, and overall interest. Throughout this process the four QEP topics were refined and expanded as pros and cons—both philosophical and practical—were discussed and amendments suggested. By May 2011, it was clear that institutional stakeholders had a strong preference for a QEP topic focused on learning outcomes that would address student engagement.



2. Student Success Working Group

The valuable data and programming initiatives generated by the comprehensive review of Learning Communities and the 49er Rebound effort suggested the need for a more intensive effort to identify barriers to student success and to develop and implement programs to eliminate these barriers. As a result, the Provost launched the Student Success Working Group (SSWG) in February 2011. This large and diverse group, which meets every other week, includes representatives from the colleges, academic support units, and Student Affairs. In its discussions in spring 2011, the SSWG focused on the first-year experience and examined a wide variety of data including student enrollment behavior, success rates in specific courses,

financial aid, and of course data from NSSE, EASE, Learning Communities, and 49er Rebound. As illustrated by the pre-biology case study, the wide variety of data examined by the SSWG indicates two particular problems:

- Students' lack of intrinsic interest in the courses they take— a lack, if you will, of curiosity.
- Students' inability to articulate realistic goals or understand the strategies they need to pursue to achieve their goals.

By May 2011, then, the data-driven discussions in the SSWG had also arrived at the conclusion that the University needed to embark on a major effort – the QEP – to foster students' engagement.

Pre-Biology – a Case Study

The case of pre-biology students – and this is but one example from among many – illustrates how the SSWG’s analysis of data led the group to articulate these conclusions. Pre-Biology is one of the most popular tracks for entering freshmen at UNC Charlotte, largely because it is the default choice for students considering any one of the health-related professions. However, the outcomes for students who enroll in pre-biology are very problematic. Thrown into a challenging curriculum, many pre-biology students struggle and more than 50% earn a D, F, or W in the required courses in Biology and Chemistry they take in the first semester. Not surprisingly, many pre-biology students are on probation after their first semester – 20% as compared to the 15% probation rate for new freshmen as a whole.

Finally, the attrition rate for pre-biology freshmen is extremely high. Only 24% of the new freshmen who entered as pre-biology majors in Fall 2010 (65 out of 276) were still enrolled in the major at the beginning of their junior year; 34% had left the University and another 42% had dropped out of the major. (In the best case scenario, students changing majors have accumulated credits that are not particularly applicable to other majors and in the worst case scenario, they have a transcript dotted with Ds and Fs.)

Drawing on the experience of advisors and faculty participating in the group’s discussions, the SSWG concluded that many students in the pre-biology major are not able to articulate specific and realistic goals, nor strategies for achieving those goals. In addition, instructors in both Biology and Chemistry report that despite efforts to develop a more problem-oriented pedagogy in these core classes, many students do not see themselves as



active partners in learning since their experience of science education in high school was mostly passive learning of facts. In sum, lacking in both intentionality and curiosity, students struggle in the challenging pre-biology curriculum; these problems, in turn, are a barrier to their success whether measured in terms of academic performance, retention, or timely graduation.

Similar analyses of students in other majors – engineering, business, undeclared – led the SSWG to conclude that there is evidence of a systemic problem having to do with the ways that students are engaged in their courses of study. That in turn led the group to recommend that the university should seek to engage students as active partners in their educational experience.

PHASE III: TOPIC DEVELOPMENT AND IMPLEMENTATION PLANNING (MAY 2011 – JANUARY 2013)

Once the QEP topic was selected in May 2011, the University began the process of refining the topic and developing a detailed implementation plan. Recognizing that academic programs in the University's seven degree-granting colleges have different curricular needs, the University needed a planning structure that would ensure participation and authenticity at the college level while at the same time providing central coordination and uniformity. To this end, a hierarchically organized QEP planning group with more than 60 active members was appointed (*Figure 4*).

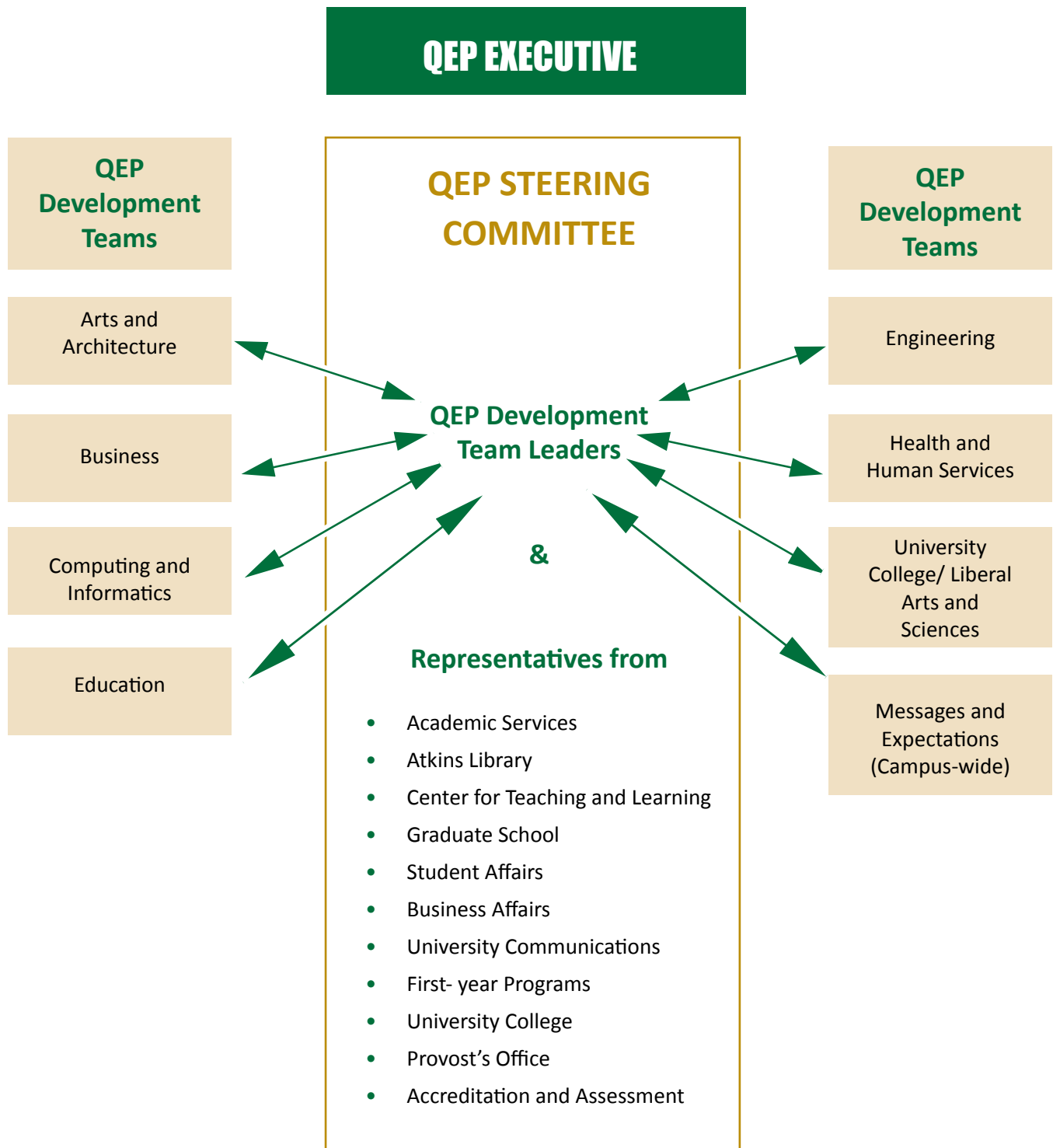
Key groups included

- Seven college-level QEP Development Teams (5-10 people each) that were charged with planning the QEP Engagement Curriculum for students in that college.
- An eighth QEP Development Team was charged with developing some common university-wide messages and expectations
- A QEP Steering Committee consisting of the leader of each of the QEP Development Teams and representatives from academic support units and other stakeholders that was charged with connecting these separate curriculum planning efforts into a coherent whole
- A small QEP Executive committee charged with keeping development process focused and on schedule

These groups met every other week to

- Identify student learning and program outcomes
- Define the common elements of the engagement curriculum
- Develop an assessment plan
- Plan the QEP budget, faculty development program, and administrative support structures

Figure 4 Organizational Chart





To a large extent, the creation of a detailed implementation plan for the *Prospect for Success* QEP took place in the order described. However, the iterative aspect of these discussions is important in two respects. First, while any given topic was under discussion, Development Teams working at the college level had the opportunity to propose specific suggestions regarding the implementation strategies that made sense for their students; these proposals were then discussed in the Steering Committee which ensured that each college's proposal fit within a common structure. Second, as the group took up each new topic during the implementation planning, it revisited previous topics to ensure consistency in approach, language, and intent.

During its final stages, implementation planning has benefited from insights generated by three small pilot QEP efforts that were undertaken in Fall 2012 by the Colleges of Education, Engineering, and Liberal Arts and Sciences. These pilots were designed to field test the curricular models for the QEP and to generate examples of the kinds of instructional activities that faculty can use to support the QEP outcomes. Perhaps most importantly, the pilot program has brought the insight of students into the planning process, and those insights and experiences will be used to create the program for the first formal faculty development session that will take place in May 2013.

DEFINING SUCCESS

OUTCOMES

3





3

UNC Charlotte expects the benefits (outcomes) of the *Prospect for Success* QEP to be evident from two complementary perspectives. Student learning outcomes operate at the level of the individual student and define capacities with regard to each of the three goals—intentionality, curiosity, and awareness—that can be measured by direct assessment of students’ work and also indirectly in self-report data. The benefits of an engagement curriculum designed to achieve these student learning outcomes are self evident: a student who demonstrates a commitment to success, who demonstrates understanding of the inquiry process, and who is self and culturally aware is equipped for personal and professional success. Program outcomes, in contrast, operate at the level of the student body and are measured by indirect assessment of institutional data. These program outcomes are the indicators that will be used to monitor the institutional benefits of the *Prospect for Success* curriculum, for it is expected that students who master these competencies will be better positioned for academic success and timely graduation.



A. STUDENT LEARNING OUTCOMES

The process of defining student learning outcomes for the *Prospect for Success* QEP began at a QEP summit held in September 2011. This summit was attended by the provost, the members of the QEP Steering Committee, and all members of the QEP Development Teams, approximately 70 people in all. Participants were charged with the task of operationalizing the concept of engagement in terms of specific and measurable student learning outcomes. Working in small groups, participants at the summit discussed a list of possible student learning outcomes drawn from the VALUE rubrics developed by the Association of American Colleges and Universities (AAC&U). Each group then shared its ranking of the student learning outcomes under consideration, explaining its choices with reference to the goals of intentionality, curiosity, and awareness. The group discussion that followed produced a short list of five student learning outcomes that was later refined down to the three student learning outcomes (*Figure 5*).

Association of American Colleges and Universities: Valid Assessment of Learning in Undergraduate Education

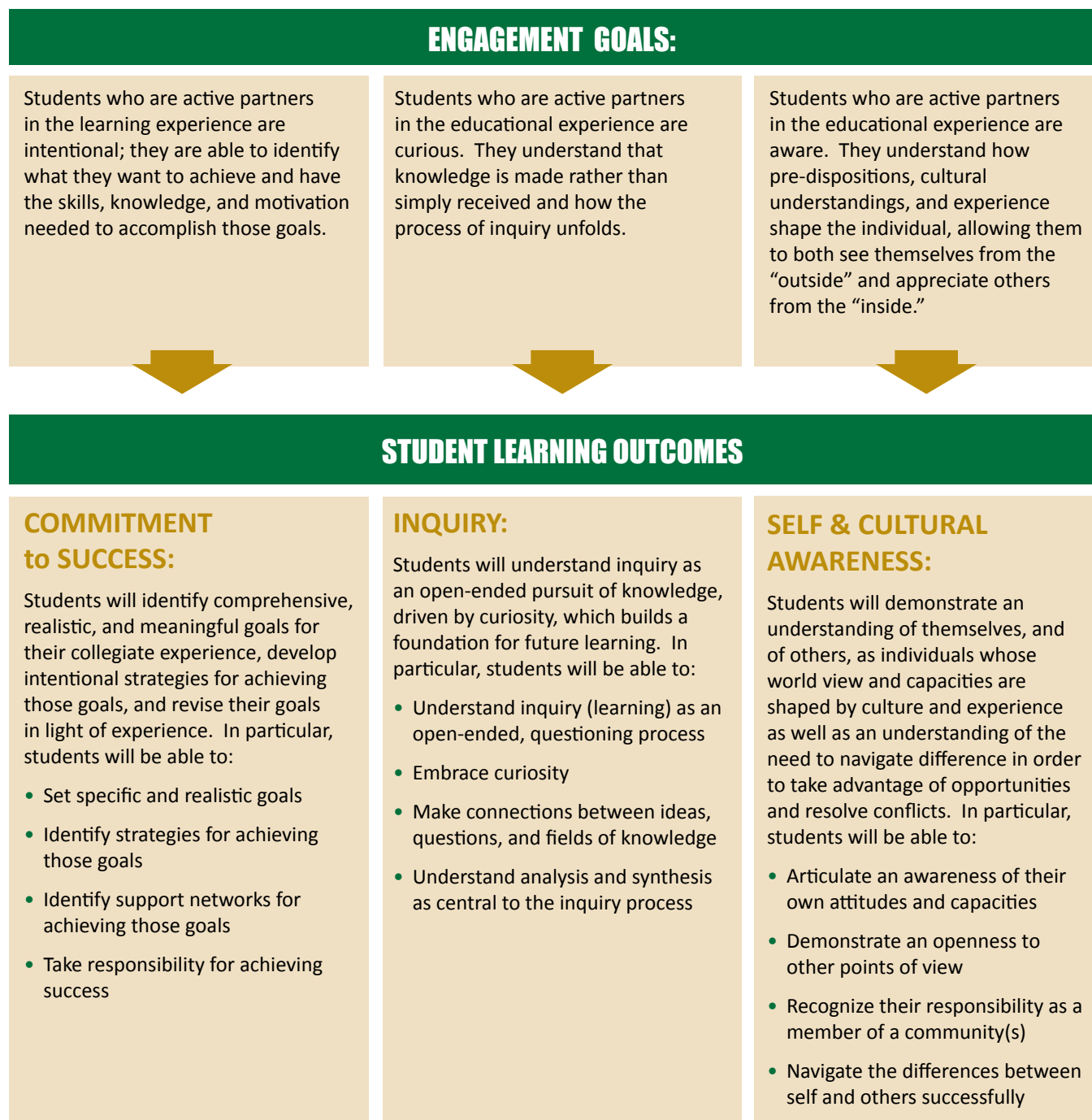
The VALUE project [seeks] to define, document, assess, and strengthen student achievement of the essential learning outcomes in undergraduate education. Recognizing that there are no standardized tests for many of the essential outcomes of an undergraduate education, the VALUE project developed ways for students and institutions to collect convincing evidence of student learning

- *drawn primarily from the work students complete through their required curriculum and co-curriculum, [and]*
- *assessed by well-developed campus rubrics and judgments of selected experts.*

*http://www.aacu.org/value/project_description.cfm
[accessed 21 Jan 2013]*



Figure 5 *Prospect For Success: Student Learning Outcomes*





B. PROGRAM OUTCOMES

UNC Charlotte expects that the student engagement engendered by the *Prospect for Success* curriculum will be manifest in measures of student performance derived from institutional data. Specifically, a student body that is intentional, curious, and aware should be more successful in the courses they take in their freshman year, and they should be better able to get into a major in which they can graduate in a timely fashion.

This family of program outcomes includes four standard measures of student success relating to cohorts of first-time full-time freshmen that must be reported each year to the University of North Carolina system as performance metrics:

- one-year retention rate
- four-year graduation rate
- six-year graduation rate
- attempted hours per baccalaureate degree

Additional program outcomes in this family are collected and reported annually to the Student Success Working Group; these include data on first-time full-time freshmen on:

- average GPA
- academic probation and suspension rates
- earned to attempted hours ratio
- DFW rates in Top 40 freshman classes (the Top 40 courses are the most common courses in which new freshmen enroll)
- the semester in which students declare the major in which they graduate

**EDUCATING THE 21ST
CENTURY STUDENT**

LITERATURE REVIEW





4

In the rich and extensive professional literature relating to student success in higher education, three areas of research stand out as being particularly relevant points of reference for the *Prospect for Success* QEP: the challenges facing institutions of higher education in educating students in the 21st century; the efficacy of first year programs as tools to improve student success; and the importance of engaging students as active participants in education.



A. CHALLENGES

For the past generation or more, two trends have characterized the students attending institutions of higher education in the U.S. – an increase in the percentage of 18-30 year olds who pursue education after high school and an increase in the diversity in that student body. Both of these trends are expected to continue into the near future and shape in important ways the challenges that institutions of higher education face.



Specifically, the fact that in 2008 one in four college freshmen at four-year universities did not return for their sophomore year (*ACT, 2008*) suggests questions about the degree to which students are prepared for success in college. As a result, the ability of these students to adapt to campus life will be crucial to their success (*Pascarella et al, 1996*). This research suggests that the challenges UNC Charlotte is seeking to address through the *Prospect for Success* QEP are common features of the higher education landscape in the 21st Century; challenges that must be successfully overcome if the nation is to meet the aggressive attainment goals that have been set.

B. FIRST-YEAR EXPERIENCE

One proven tool for addressing the challenges facing institutions of higher education is a focus on the first-year experience. Scholars agree that students' performance in the first year is a strong predictor of drop out and graduation rates (*Astin, 1975; Tinto, 1993*). UNC Charlotte's own research showing a strong correlation between participation in a first year experience and first to second year retention rates and subsequent graduation conforms to the pattern nationally (*Barefoot et al, 1998; Fidler and Moore, 1996; Shanley and Witten 1990; Simmons, 1995*). Evidence indicates that the reason first year experience programs are successful has to do with the ways in which they shape students' mindset. *Pascarella and Terenzini*, for example, found that the first year of college is the most critical year for shaping college student attitudes towards learning (*2005*). In 2008, *George Kuh*, with the Association of American Colleges and Universities, identified five high-impact educational practices that increase student engagement and retention, including first-year experiences. In this study, first year experiences were found to be effective because they emphasize: relationship building between students and faculty, prompt and frequent feedback, development of student success skills, bridging out of class experiences with classroom discussions, and exposing students to people who are culturally different from themselves (*Kuh, 2008*).

In practical terms, the goal of first-year programs is to help incoming students make a successful transition into college life (*Gardner, 2001; Nelson and Vetter, 2012*). There are a wide variety of first year programs that have been developed at universities, but much success in the first year of college, "rests on an intentional first-year curriculum and on supportive curricular



structures” (Barefoot et al, 2005). Freshman seminars are a single course, typically offered in the fall semester, which are intended to assist with students’ transition to college and in some cases, to the discipline or major (Keup and Barefoot, 1995). Barefoot and Fidler (1996) and other higher education literature, describe first year seminars as “curricular innovations and programmatic tools designed to improve the transition experience of first year students and yield higher rates of student retention and academic success” (Barefoot, 1993; Fidler and Hunter, 1989; Hunter and Linder, 2005). Learning Communities often leverage the learning within a freshmen seminar-type class and expand the opportunities for student engagement by involving more than one course and adding residential and/or co-curricular elements (Shapiro and Levine,

1999; Tinto, 2000). Both freshmen seminars and learning communities are frequently cited as high-impact educational practices (Kuh, 2008) and foundational elements of programs at schools who have achieved institutional excellence in supporting first-year students (Barefoot et al, 2005). UNC Charlotte is therefore adopting nationally recognized best practices (and institutional experience) by designing its QEP as a first year experience. In particular, the *Prospect for Success* QEP seeks to ensure that students acquire the requisite skills and attitudes by means of a curriculum modeled on freshman seminar best practices; it also seeks to extend those impacts beyond the freshman seminar per se to garner some of the proven benefits of the learning community approach.

C. ENGAGEMENT

Studies have shown a strong and positive correlation between engagement and academic outcomes. Analysis of survey results and student data show that students who described themselves as being engaged were more likely to express satisfaction, attain greater success, and persist in their education than peers who are not engaged (*Krause, 2007*). *Chan (2001)*, whose work makes a strong connection between engagement and empowerment, suggests that choice and control in learning leads to motivation and in turn to success. A large study conducted by *Kuh, (2008)* using data from eighteen degree-awarding institutions, found that “student engagement in educationally purposeful activities is positively related to academic outcomes, as represented by first year student grades and persistence between the first and second year of college.”

Student engagement entails a range of curricular and co-curricular practices to help students succeed. These practices, when undertaken by institutions, have resulted in positive impacts on academic performance and hence retention. UNC Charlotte’s decision to focus on a curriculum-centered effort to foster engagement is supported by research that identifies curriculum as an important driver for facilitating student success from the first year onward. Specifically, *Marton et al (1997)* suggests that curriculum engagement leads to deeper learning, and *White et al (1995)* indicate that first-year seminars should be organized, not as a onetime event, but as processes programmatically linked to overall student success.

In their work on what should be included in a curriculum to encourage engagement, *Kift and Nelson (2005)* outlined six principles for student engagement all of which are evident in the *Prospect for Success* QEP:

- developing long term strategies for programs (rather than piecemeal modifications)
- considering students’ needs
- facilitating reflection
- cumulatively developing skills required after graduation
- developing student independence and self management
- aligning administrative and institutional support services to these goals to ensure consistency institution wide.

Perhaps most importantly, *Kift and Nelson* argue that it is essential to integrate curricular engagement principles through a systemic university-wide change, including administrative and support (co-curricular) programs. This finding is supported by *Reason, Terenzini, and Domingo’s (2005)* analysis of a survey conducted in American colleges involving 6700 students and 5000 academic staff members. They found that there is an association between coherent in first year curriculum and student perceptions of academic confidence. It is precisely to achieve this coherent, ‘systemic university-wide change’ that UNC Charlotte has chosen to build on a variety of successful but disparate efforts by coordinating and expanding on them in the form of the *Prospect for Success* QEP.

**THE ENGAGED
CURRICULUM**

IMPLEMENTATION

STUDENT UNION



ROCK THE VOTE
2/23 ID

ROCK THE VOTE

ROCK THE VOTE



5

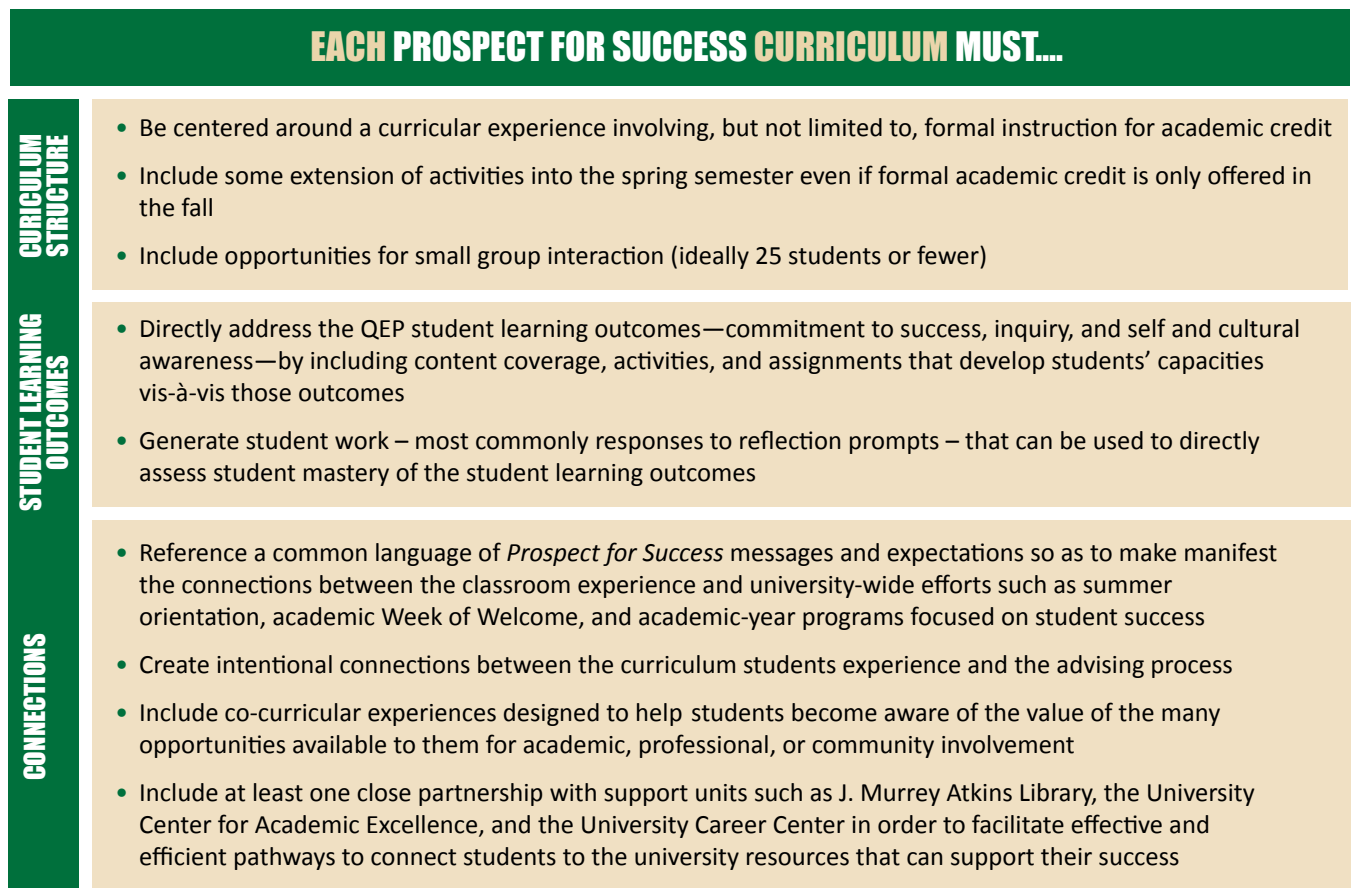
In practical terms, UNC Charlotte's *Prospect for Success* QEP will provide every new freshman with the opportunity to benefit from a curricular experience that intentionally engages him or her as an active partner in the education that the university provides. The university will implement a QEP curriculum (or more accurately a family of QEP curricula in the seven academic colleges) that is designed to deliver on the three student learning outcomes: commitment to success, inquiry, and self and cultural awareness. Implementing the QEP is a multi-faceted project with aspects involving curriculum, supporting activities and units, and faculty development.



A. CURRICULA

In order to implement the *Prospect for Success* QEP, the University needs to put in place engagement curricula with sufficient variety, scale, and scope to serve the needs of each year’s entering freshman class of about 3200 students. It is essential to discuss these engagement curricula in the plural because students enrolling in the University’s seven different academic colleges have unique needs and interests which shape how they should learn about commitment to success, inquiry, and self and cultural awareness. However, while the QEP Development Teams have been allowed the latitude to shape an engagement curriculum suited to students in their college, they have done so within an overarching framework: *Prospect for Success* is UNC Charlotte’s QEP, not a collection of separate QEPs in the various colleges. Thus, one of the key steps of the implementation planning has been to come to agreement on the essential components that must be present in the *Prospect for Success* curriculum offered in each college (Figure 6). These requirements can be categorized under three subheadings: *Curriculum Structure, Student Learning Outcomes, and Connections*.

Figure 6





In order to ensure that the *Prospect for Success* curriculum in each college includes these required elements, the QEP Steering Committee developed an Engagement Curriculum Template. Development Teams submitted a first draft of their curriculum plans using the Fall 2011 version of this template and then revised their plans based on a review undertaken by the QEP Executive. The curriculum template was updated in Fall 2012 and colleges resubmitted their plans in this new format. *Figure 7* offers some examples drawn from these templates that illustrate the creative and meaningful ways in which the colleges are addressing the *Prospect for Success* curriculum requirements. For additional detail, the complete Engagement Curriculum Templates for two colleges – Education and Liberal Arts and Sciences/University College – are provided in Appendix A.

B. SUPPORTING ACTIVITIES AND UNITS

While the core of the *Prospect for Success* QEP will be the engagement curricula which students take during their first year, faculty will not teach these courses in a vacuum. Most importantly, the engagement curricula that colleges have developed make specific, and in some cases new, demands upon support units such as the University Career Center, the University Center for Academic Excellence, and the J. Murrey Atkins Library. These units have developed plans to implement the services they are called upon to provide. For example, the University Career Center will offer two career-exploration options; one includes both the Myers-Briggs and Strong Inventories along with follow-up activities. The other is a much simpler exercise using the Career Planning Scale. The University Center for Academic Excellence has also developed different ‘packages.’ One is a more comprehensive set of activities in which students complete the Learning and Study Strategies Inventory; the second allows faculty to bring versions of the unit’s student-success workshops into the QEP classroom. Faculty in J. Murrey Atkins Library have developed a module that supports research skills and information literacy; this module can be adapted to support inquiry projects assigned in the *Prospect for Success* courses in different colleges.

Figure 7

PROSPECT FOR SUCCESS CURRICULUM ACTIVITY EXAMPLES**CURRICULUM STRUCTURE**

- Arts and Architecture has adapted fall semester foundations courses in each of its majors for the QEP: ARCH 1101 and ARCH 1601, ARTB 1206, DANC 1217, MUSC 1000, and THEA 1140, all of which have a faculty student ratio of less than 1 to 30. In the spring semester academic advising meetings will continue students' exposure to the Prospect for Success Curriculum.
- Computing and Informatics has created a fall semester freshman engagement course, ITCS 1600, that introduces students to the profession. The class meets in a large group setting to hear from working professionals and learn about support services and engagement opportunities, but students also meet in small groups and work with peer mentors who are active in the college's upper division engagement curriculum. In the spring semester engagement is maintained both in a required programming class (ITCS 1213) and through academic advising.
- Health and Human Services has developed a new fall semester freshman seminar (enrollment of ~25) that will use on-line modules created around the QEP student learning outcomes. In the spring semester CHHS students will enroll in a general education course taught by the college's faculty.



Commitment to Success:

- Students in Engineering are assigned a two-part reflection on their passions and pathways that will be used for assessment purposes. Part one is due early in the semester and asks students to explain what problems they want to solve as engineers and what skills and aptitudes they will need in order to do so. The second part is completed towards the end of the semester and involves reflection on their experiences during the semester and what lessons they have learned.
- Students in Business complete an online career/leadership portfolio that includes a resume, a career path plan, and a reflection on how the semester’s activities have helped them better understand how they will have to plan and act in order to be successful. Again, this assignment will be collected for assessment purposes.

Inquiry:

- Students in Liberal Arts and Sciences and University College will undertake a semester-long inquiry project in their *Prospect for Success* course: posing and then refining questions, undertaking research, and presenting their conclusions in the small-group break out meetings. The final inquiry project that is submitted will include a reflection on the inquiry process that will then be used for assessment purposes.
- Students in Arts and Architecture will undertake a creative project during the fall semester. The project will require students to become familiar with the media and forms of expression in their particular major and will include a collaborative process of student/faculty critique and revision opportunities. As in the case of the CLAS/UCOL inquiry project, the final assignment in this sequence will include a reflection prompt on the creation (inquiry) process, which will be used for assessment purposes.

Self and Cultural Awareness:

- Students in Education will have opportunities throughout the year to visit schools and explore the diverse populations and classroom settings. This co-curricular activity supports their understanding of how different spheres of identity are shaped by culture and experience – an understanding essential for becoming a successful teacher. These activities reach summation with a culture and identity presentation that is submitted along with a reflection responding to the common prompt.
- Students in Health and Human Services must develop a sophisticated grasp of both self and cultural awareness in order to be successful in their chosen careers. As the culmination of a variety of course activities related to this outcome students will research and then volunteer at a non-profit agency relevant to their major. Students will then reflect both on how their own background shaped their capacity to contribute to the organization’s mission and on the cultural and experiential backgrounds of the populations being served.

Common Language:

- Business holds its own Week of Welcome event that is both a celebration of students’ new status as independent learners and an opportunity to articulate expectations. Students get to learn about the range of business-oriented organizations and societies in which they could participate, and they must be prepared to discuss what they have learned from the event in their Prospect course.

Advising:

- Computing and Informatics has developed an on-line advising tool that is introduced in the ITCS 1600 course and is then used when students meet with their advisors in the fall and spring semesters (and beyond).

Co-curricular:

- As noted above, students in Education will have extensive co-curricular experiences in elementary, middle, and high schools they visit. Students in freshman seminars in Liberal Arts and Sciences and University College have co-curricular experiences in the form of the Common Reading Experience and visits to the Levine Museum of the New South in uptown Charlotte to explore the history of the community.

Partnerships

- Engineering has partnered with the subject-area librarian in Atkins Library to provide modules that allow students to better understand research resources and strategies appropriate for the discipline. This support is particularly geared towards students’ explorations of the diverse fields in which engineering is applied.

C. FACULTY DEVELOPMENT

Regardless of whether the engagement curriculum options available to students are based on existing courses or are entirely new, ensuring that these courses allow the University to accomplish the goals of the *Prospect for Success* QEP requires a significant faculty development effort both in terms of creating the curriculum in the first place and ensuring its ongoing vitality and relevance. The faculty development program for the QEP will be a centralized effort that takes place on a regular and on-going basis. The principal event will take place in May of each year, beginning in May 2013, but follow up activities will be scheduled throughout the year (*Figure 8*). All faculty teaching *Prospect for Success* courses are expected to participate. The faculty development program will include opportunities for instructors to collaborate with others across the University and opportunities to work as a team with other instructors in the *Prospect for Success* curriculum in their college. The faculty development program for the QEP will also provide an opportunity for faculty who are not directly involved in delivering *Prospect for Success* courses to explore opportunities for supporting and/or leveraging the QEP efforts. Examples include instructors of introductory courses seeking to expand the impact of the engagement curriculum beyond the *Prospect for Success* courses, or faculty in a department seeking to improve the effectiveness of the curriculum in their major by building on the QEP foundations.

Some of the topics covered in the annual faculty development program in any given year will vary in order to ensure that the program is fresh, engaging to faculty, and responsive to issues that emerge as the curriculum is introduced and assessment is conducted. However other topics, ones essential to the success of the effort, will be covered every year. These include:

- Analysis of assessment results and structured opportunities to review curriculum design in light of those results.
- An outcomes-oriented approach to curriculum design to ensure that *Prospect for Success* courses are developed from the ground up to address the three student learning outcomes.
- Support for creating semester-long activity/assignment complexes that develop students' competencies as regards commitment to success, inquiry, and self and cultural awareness.
- Detailed discussion of the assignments designed to generate the student products used for assessment purposes to ensure they are authentic, and that they reflect course content.
- Approaches and techniques for developing students' capacity to reflect in a deep and meaningful fashion; essential if the reflection prompt model for assessment is to be effective.
- Opportunities to explore how best to integrate campus-wide messaging and programming that supports the *Prospect for Success* QEP and how best to leverage the services of support units.

Figure 8

ANNUAL PROGRAM OF DEVELOPMENT ACTIVITIES					
	MAY	AUGUST	MID-SEMESTER	JANUARY	MID-SEMESTER
FACULTY	2-3 day workshop for all <i>Prospect</i> faculty <ul style="list-style-type: none"> Review assessment results Curriculum design 	Half-day refresher workshop <ul style="list-style-type: none"> Discussion of syllabi Review of <i>Prospect</i> messaging Review of students' 'starting college' mindset 	Half-day workshop <ul style="list-style-type: none"> Discussion of curriculum issues Review of assessment procedures 	Half-day refresher workshop <ul style="list-style-type: none"> Discussion of syllabi Review of <i>Prospect</i> messaging Review of students' spring semester mindset 	Half-day monitoring workshop <ul style="list-style-type: none"> Discussion of curriculum issues Review of assessment procedures
GRAD STUDENTS	2 day workshop for students teaching in the following year <ul style="list-style-type: none"> Pedagogical training Introduction to <i>Prospect</i> curriculum Some joint meetings with faculty group 	Half-day refresher workshop <i>(Full training available for newly recruited GTAs not trained in May)</i>	Refresher meeting(s) <ul style="list-style-type: none"> Discussion of concerns / issues Review of assessment procedures 	Half-day refresher workshop <i>(Full training available for newly recruited GTAs not previously trained)</i>	Refresher meeting(s) <ul style="list-style-type: none"> Discussion of concerns / issues Review of assessment procedures
UNDERGRAD STUDENTRS	Training workshop (2-day) <ul style="list-style-type: none"> Introduction to <i>Prospect</i> curriculum Confidentiality Classroom roles 	Refresher meeting <i>(for students trained in May)</i> Training Workshop <i>(for newly recruited students)</i>	Refresher meeting(s) <ul style="list-style-type: none"> Discussion of concerns / issues 	Refresher meeting <i>(for students continuing from Fall)</i> Training Workshop <i>(for newly recruited students)</i>	Refresher meeting(s) <ul style="list-style-type: none"> Discussion of concerns / issues
NOTE: Graduate and undergraduate students will meet regularly with the faculty teaching the <i>Prospect</i> courses they are supporting to review course content, plan classroom activities, and discuss grading.					



All of the *Prospect for Success* curricula are using students to support the instructional effort in some form or another: graduate students serving as teaching assistants and discussion section leaders and undergraduate students serving as preceptors and learning coaches. Structured, centralized training will be implemented to ensure that these students are prepared for work in the classroom and can fully support faculty. Graduate student training will run in parallel with the annual program of faculty development activities and will include some joint sessions where faculty and graduate students can collaborate. Undergraduate training will take the form of intensive workshops scheduled to coincide with the calendar on which students are recruited for these positions. In addition, graduate and undergraduate students will meet regularly with the faculty teaching the *Prospect* courses they are supporting to review course content, plan classroom activities, and discuss grading.

The QEP office that is housed in University College has responsibility for developing the agenda for the annual QEP faculty development program, and faculty development is a significant item in the job responsibilities for the two new positions – the Associate Dean for the QEP and the QEP Curriculum Director – that have been created (and filled) to comprise this office. A third new position, the QEP Assessment Director, has been created in the Office of Accreditation and Assessment; this position also has responsibility for supporting the annual program of faculty development activities. The three new QEP staff positions responsible for the faculty development program will work closely with professional staff in the University’s Center for Teaching and Learning to develop the agenda for each year’s activities.

**IMPLEMENTATION
SCHEDULE**

TIMELINE





6

UNC Charlotte will implement the *Prospect for Success* curriculum over a three-year period beginning in Fall 2013 (Table 5). This phased implementation is necessary both because of the size of the student body being served (~3200 new freshmen each fall semester) and the complexity and sophistication of the curriculum changes being implemented. In general, those colleges that only need to make slight revisions to already existing curricula will fully implement the QEP sooner; those colleges that need to implement new curricula will start with pilot programs and ramp up to full implementation later. The QEP will be fully implemented by Fall 2015; all new freshmen enrolling in that semester will have the opportunity to participate in a *Prospect for Success* curriculum.



Table 5 *Prospect for Success Implementation Schedule*

	2013	2014	2015	2016	2017
Arts and Architecture	Pilot	Partial	Full	Full	Full
Business	Full	Full	Full	Full	Full
Computing and Informatics	Full	Full	Full	Full	Full
Education	Partial	Full	Full	Full	Full
Engineering	Full	Full	Full	Full	Full
Health and Human Services	Pilot	Partial	Full	Full	Full
Liberal Arts and Sciences / University College	Partial	Partial	Full	Full	Full

Full: *Prospect for Success* curriculum available to all enrolling freshmen in that fall semester

Partial: *Prospect for Success* curriculum available to over 25% of enrolling freshmen

Pilot: *Prospect for Success* curriculum available to small groups (< 25%) of enrolling freshmen

The schedule for all other activities that will be implemented as part of the University's QEP is driven by the phased implementation of the *Prospect for Success* curriculum. Specifically:

- The annual program of faculty development activities for the QEP will begin in May 2013. Faculty teaching in both Fall 2013 and Fall 2014 will participate. The annual QEP faculty development program will continue thereafter, and it will always include faculty teaching in that academic year and the following academic year.
- A coordinated program of *Prospect for Success* messaging will take place during summer orientation in 2013; full implementation of the messaging program (including admissions messaging and academic Week of Welcome activities) will take place in Fall 2014 and will be continued annually thereafter.
- All academic support units are prepared to support *Prospect for Success* curricula that are implemented beginning Fall 2013 and will increase support as needed in subsequent years as the QEP moves toward full implementation.
- As described in more detail in Section 9, the assessment process – collecting, scoring, and reflecting on the results – will be implemented for all *Prospect for Success* courses offered beginning in Fall 2013 and will be continued thereafter.

**REPORTING AND
RESPONSIBILITY**

ORGANIZATION





7

While ultimate responsibility for the implementation and success of UNC Charlotte's *Prospect for Success* QEP rests with the Chancellor and Provost, UNC Charlotte recognizes the need for both a robust reporting structure and a dedicated administrative team to ensure the success of its QEP. This reporting structure ensures the continuity of detailed responsibility for implementing and assessing the QEP in the colleges and also the coherence of the University's *Prospect for Success* QEP and visibility to the university's leadership.



A. REPORTING STRUCTURE

The administrative structure that the campus adopted for QEP planning – with QEP Development Teams in the colleges reporting to a central QEP Steering Committee – has worked well, and it will be continued (*Figure 4*). Specifically, the dean of each college will identify a QEP team responsible for the implementation of the QEP in the college – this team will consist of the instructors of the QEP courses with additional members drawn from appropriate faculty and staff in the unit. One individual will be identified as the leader of the college team, and this individual, along with the dean of the college, is responsible for ensuring that the implementation of the *Prospect for Success* curriculum in that unit meets campus expectations, that faculty participate in the annual program of development activities, and that all assessment activities take place on schedule.

The leaders of each of the college implementation teams, along with stakeholders representing support units and other university divisions, will meet regularly as the QEP Steering Committee. This group reports, through the Associate Provost for Undergraduate Studies and Dean of University College, to the Provost. Under the leadership of the Associate Dean for the QEP, the QEP Steering Committee is responsible for implementing and assessing the *Prospect for Success* QEP at the institutional level. Specifically, it will:

- resolve any questions that emerge about elements required in a *Prospect for Success* curriculum
- review the assessment results in each college along with proposed changes to the curriculum made as a result
- review and approve the agenda for the annual program of faculty development activities

In order to ensure institutional visibility and responsiveness, there will be an annual ‘Prospect Summit’ held to discuss the progress of the *Prospect for Success* QEP. At this summit, the leadership of the campus and of the QEP effort will review the annual report on process outcomes prepared by the QEP Assessment Director to ensure that the implementation of the *Prospect for Success* QEP is going according to plan and that improvements indicated by assessment results are taking place.

B. ADMINISTRATIVE TEAM

The QEP administrative team will reside in University College which is in the division of Academic Affairs. University College has responsibility for supporting and promoting First-Year initiatives at UNC Charlotte so it is the natural home for the *Prospect for Success* QEP. Dr. John Smail, the Associate Provost for Undergraduate Studies and Dean of University College, has played a central role in the QEP planning process and will continue to provide primary leadership for the QEP once implementation begins; he reports directly to Provost Joan Lorden. He also sits on the Deans' Council which is the leadership group best placed to discuss and implement the curriculum changes needed to make the QEP a success. Within University College, administration of the *Prospect for Success* QEP will be the responsibility of a new QEP office consisting of two new staff members as described below:

Associate Dean for the QEP

Dr. Bruce Taylor, Department of Reading and Elementary Education

Position	Faculty release position with summer stipend
Qualifications	Tenured faculty member (Full or Associate Professor) on release from home department
Major Responsibilities	<ul style="list-style-type: none"> • Chair the QEP Steering Committee • Manage QEP budget • Coordinate with QEP curriculum leaders in all of the colleges • Provide leadership for the annual program of faculty development activities • Coordinate presentation of QEP-related research • Ensure the institutionalization of the QEP

QEP Curriculum Director

Ms. Elizabeth Fitzgerald

Position	Full time, academic staff
Qualifications	Advanced degree with experience in first-year curriculum
Major Responsibilities	<ul style="list-style-type: none"> • Coordinate the annual program of faculty development activities • Coordinate development/training for graduate teaching assistants who support the QEP • Coordinate communications including the website and marketing to new students • Coordinate all transition activities including messaging, Common Reading, etc. • Coordinate co-curricular efforts with on- and off-campus partners • Provide orientation and support to faculty and administrators who are new to the QEP

Finally, the work of this QEP administrative team will be supported by a new office staff member working in University College.

C. ASSESSMENT TEAM

In July 2013, the Division of Academic Affairs will create a new Office of Accreditation and Assessment. The mission of the Office is to provide leadership and consultation to the University in its efforts to promote continuous improvement in student learning, educational practices, and support services. Dr. Christine Robinson, the current University Accreditation Manager will lead this office. She has played a central role in the SACS accreditation process, including student learning outcomes assessment and the QEP planning process. She will continue to report directly to the Senior Associate Provost, Dr. Jay Raja. Both sit on the University's Institutional Effectiveness Oversight Committee.

Assessment of the *Prospect for Success* QEP will be the responsibility of the new office, and particularly the responsibility of a third new academic staff position that has been created within the office.

QEP Assessment Director (Search in process)

Position	Full time, academic staff
Qualifications	Advanced degree with experience in assessment work
Major Responsibilities	<ul style="list-style-type: none"> • Provide leadership and consultation to each of the college's and faculty assessment efforts including supporting instructional teams in organization, implementation, data collection, analysis, and use of data for improvement phases of the process • Ascertain the effectiveness of each college's QEP initiatives through student learning outcomes and institutional measures • Facilitate professional development workshops related to assessment practices • Work closely with the Offices of Institutional Research and Student Affairs to analyze the impact of the QEP on institutional measures • Prepare and submit annual assessment reports to QEP-related committees • Prepare results and findings for a five-year evaluation report for SACS • Develop and monitor the electronic system used to store student artifacts and student learning outcome results

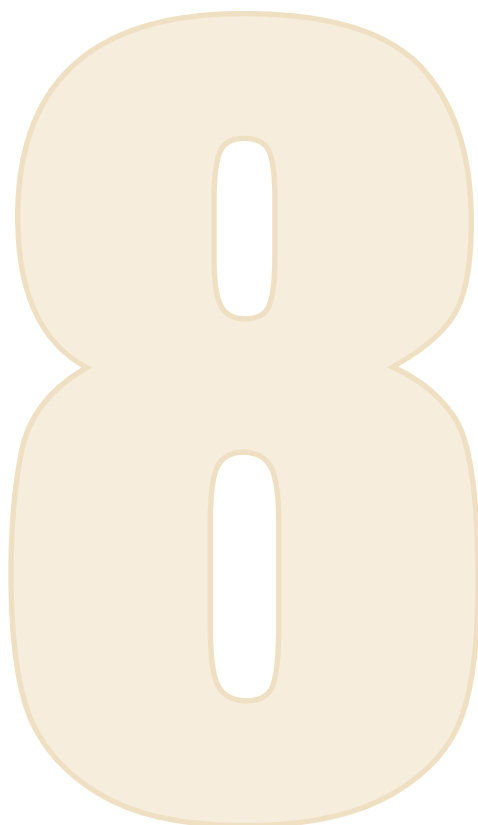
Outside of these QEP offices there are several other units on campus that will have an important and ongoing role in implementing the QEP. These include:

- The University Career Center: a resource for QEP curricula providing guidance to students on career selection and preparation. The budget includes resources that will allow the unit to hire a new career advisor to support QEP activities.
- The University Center for Academic Excellence: a central resource for academic services including study skills assessment and workshops, tutoring, and supplemental instruction. The budget includes resources that will allow the unit to hire an additional GTA line in order to support QEP activities.

RESOURCES

BUDGET





Implementing the *Prospect for Success* QEP is a major undertaking for UNC Charlotte and it has and will continue to require the commitment of significant resources.

During the planning process the necessary resources have come out of existing funds; these include significant time commitment by the Dean of University College and the University Accreditation Manager. In addition, the University has supported two graduate students on two-year assistantships and has provided approximately \$100,000 for QEP pilot programs in Fall 2012.



The implementation of the QEP will require a significant commitment of existing resources, for example, faculty already on staff who teach courses that will be incorporated into the *Prospect for Success* curriculum. In addition there will be a significant commitment of new funds. Table 6 provides a snapshot of the resources required to support the *Prospect for Success* QEP on an annual basis once the QEP is fully implemented in 2015. A more detailed budget showing an itemized list of the existing commitments and new allocations to each unit during the phased implementation can be found in Appendix B.

Table 6 QEP Budget: Summary

	Existing resources	New resources	Total
Faculty and academic staff: <ul style="list-style-type: none"> • faculty teaching effort for the QEP curriculum • freshman seminars • stipends and overload compensation • QEP-specific advising • assessment 	\$ 1,520,000	\$ 335,622	\$ 1,855,622
Graduate Assistantships	\$ 44,000	\$ 222,000	\$ 266,000
Undergraduate Peer Mentors	\$ 112,800	\$ 146,900	\$ 259,700
Operating budgets, including assessment	\$ 130,800	\$ 145,000	\$ 273,800
QEP Administrative Team		\$ 246,537	\$ 246,537
TOTAL	\$ 1,807,600	\$ 1,096,059	\$ 2,903,659

* This figure approximates the contribution of existing faculty resources by counting course sections and calculating cost based on the average teaching load and salary for faculty in each college.

**ENSURING
OUTCOMES**

ASSESSMENT PLAN

9





9

UNC Charlotte will assess the *Prospect for Success* QEP using four complementary approaches (*Figure 9*). First, a comprehensive process of monitoring student learning outcomes based on direct assessment of students' work will determine if students are achieving expected competencies. Second, the student learning outcomes will be assessed by indirect means, using self-report data from surveys administered to students participating in the *Prospect for Success* Curriculum. Third, program outcomes will be assessed using performance indicators to allow the institution to gauge the impact that the *Prospect for Success* QEP is having on the student body as a whole. Finally, the University will evaluate process outcomes for the QEP on an annual basis to ensure that all aspects of the *Prospect for Success* plan are implemented and that improvements take place. All four aspects of this assessment plan are designed to ensure that the institution will close the assessment loop, and that it will do so in a manner that provides opportunities for conversation and collaboration among faculty as they reflect on the QEP curriculum and work to refine its effectiveness.



Figure 9

PROSPECT FOR SUCCESS: ASSESSMENT SUMMARY

Note: for all assessment measures the QEP Assessment Director is responsible for collecting the necessary data, conducting the analysis, and reporting the results.

Student Learning Outcomes	Assessment Measures	Timeline
<p>Commitment to Success: Students will identify comprehensive, realistic, and meaningful goals for their collegiate experience, develop intentional strategies for achieving those goals, and revise their goals in light of experience.</p>	Direct Measure- Reflection Prompt Assignment scored with Rubric	Sample from assignments completed by students enrolled in <i>Prospect for Success</i> curricula*
	Indirect Measure- selected items from NSSE questions 1. Classroom activities; 3. Faculty interaction; 10. Study behaviors; 12. Pre-graduation enrichment plans; and 16. How time is spent	Freshmen - spring semester every 2 years starting 2014. (2012 responses will provide pre-QEP baseline)
	Indirect measure (potential) - QEP Survey under development by the Center for Educational Measurement and Evaluation	Annually at the beginning and the conclusion of students' <i>Prospect for Success</i> curricula
<p>Inquiry: Students will understand inquiry as an open-ended pursuit of knowledge, driven by curiosity, which builds a foundation for future learning.</p>	Direct Measure- Reflection Prompt Assignment scored with Rubric	Sample from assignments completed by students enrolled in <i>Prospect for Success</i> curricula*
	Indirect Measure- selected items from NSSE questions 2. Academic connections; 6. Analysis; and Development of Transferrable Skills module	Freshmen - spring semester every 2 years starting 2014. (2012 responses will provide pre-QEP baseline)
	Indirect measure (potential) - QEP Survey under development by the Center for Educational Measurement and Evaluation	Annually at the beginning and the conclusion of students' <i>Prospect for Success</i> curricula
<p>Self & Cultural Awareness: Students will demonstrate an understanding of themselves, and of others, as individuals whose world view and capacities are shaped by culture and experience as well as an understanding of the need to navigate difference in order to take advantage of opportunities and resolve conflicts.</p>	Direct Measure- Reflection Prompt Assignment scored with Rubric	Sample from assignments completed by students enrolled in <i>Prospect for Success</i> curricula*
	Indirect Measure- selected items from NSSE questions 2. Academic connections; 9. Intercultural interactions; and Development of Transferrable Skills module	Freshmen - spring semester every 2 years starting 2014. (2012 responses will provide pre-QEP baseline)
	Indirect measure (potential) - QEP Survey under development by the Center for Educational Measurement and Evaluation	Annually at the beginning and the conclusion of students' <i>Prospect for Success</i> curricula

* Direct assessment of the Student Learning Outcomes will be done for all three outcomes during any pilot implementation and the first year of large scale implementation. Thereafter, providing students are meeting the expectations, colleges may choose to conduct assessment analysis on two outcomes each year.

PROSPECT FOR SUCCESS: ASSESSMENT SUMMARY *Figure 9 Continued*

Note: for all assessment measures the QEP Assessment Director is responsible for collecting the necessary data, conducting the analysis, and reporting the results.

Program Outcomes	Assessment Measures	Timeline
UNC General Administration Data	One-year retention	Annual
	Four -year graduation rates	Annual
	Four -year graduation rates	Annual
	Average attempted hrs/graduate	Annual
UNCC -IR Data	Average & median GPA	Annual
	Student probation & suspensions (N and %)	Annual
	Earned to attempted hrs ratio	Annual
	DFW rates on top 40 freshmen courses	Annual
	Semester in which students choose major	Annual
Process Outcomes	Assessment Measures	Timeline
Faculty Development Program	Faculty Development Session Evaluations	Annual
Implementation Outcomes	Timelines and due dates met?	Annual
	Assigned faculty taken part in the plan?	Annual
	Assessment results being used for improvement?	Annual

A. DIRECT ASSESSMENT OF STUDENT LEARNING OUTCOMES

Each of the three core QEP outcomes – commitment to success, inquiry, and self and cultural awareness – will be assessed directly by scoring samples of student work against rubrics. The nature of the three student learning outcomes chosen for the *Prospect for Success* QEP means they are best assessed by getting students to reflect on what they have learned. Using a reflection prompt model for student learning outcomes assessment has two advantages. First, it allows faculty teaching in each of the different *Prospect for Success* curricula to design assignments appropriate for the students in their college and address the QEP learning outcomes by having students reflect on that assignment by responding to a common reflection prompt. Second, the assessment is authentic, for in addition to being embedded in an assignment, the very fact of reflecting on commitment to success, inquiry, or self and cultural awareness has the potential to increase students' mastery of the relevant competencies.

Inquiry Project / Inquiry Reflection: Flexible yet consistent

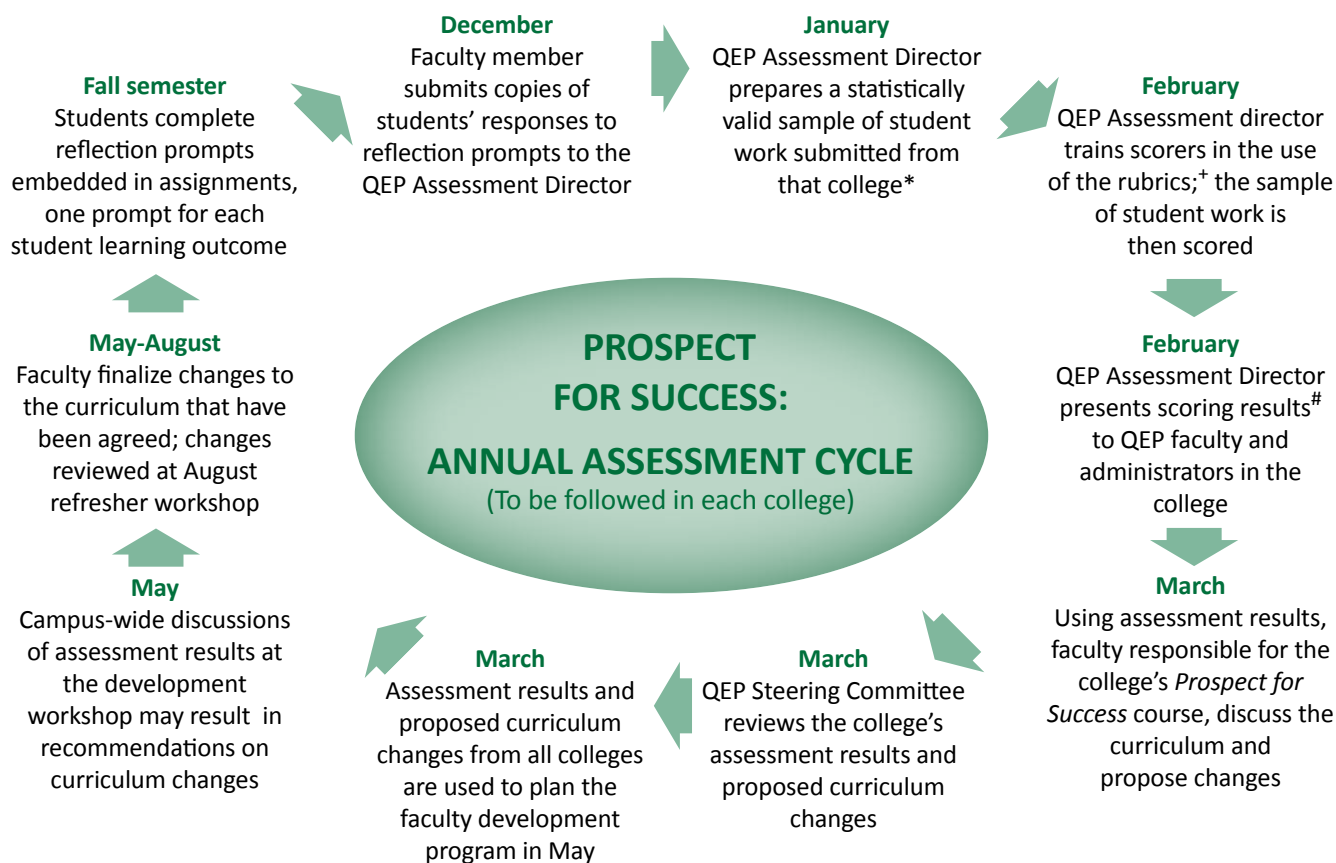
Many Prospect for Success curricula will assign an inquiry project in order to ensure that students develop skills identified in the inquiry outcome. The inquiry projects assigned to students in, say, the colleges of Education, Engineering, or Art and Architecture should be quite different, for each of those disciplines is interested in different kinds of knowledge and creates knowledge by different means. However, regardless of their discipline, the assignment can include a required reflection on the inquiry process. This prompt can be common across the colleges because in each case it is appropriate to ask students to reflect on the process of inquiry, their own curiosity, and the connections and questions that completing the project has engendered. The common reflection prompt thus 'translates' the appropriately different inquiry experiences students have in the Prospect curricula in each of the colleges into a common language shared across campus.

The assessment scoring will be done using rubrics adapted from AAC&U's Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics. This adaptation is as AAC&U intended, for they designed the VALUE rubrics with the expectation that institutions would adapt them to their particular needs.

Accordingly, during the implementation planning process, the QEP Development Teams and Steering Committee reviewed the original VALUE rubrics in the context of the common *Prospect for Success* curriculum elements that had been adopted and the particular assignments and activities that the Development Teams were proposing. One important adaptation of the VALUE rubrics was to change the scoring scale to better reflect student learning that could be reasonably expected in the freshman year. In addition, particular elements in the VALUE rubrics were selected to address specific aspects of each student learning outcome that the QEP planning group felt was important. This process produced the three rubrics that will be used to directly assess student learning outcomes for the *Prospect for Success* QEP; each rubric identifies four dimensions for that outcome and provides a four point scale for scoring (0-3). For more details see the "QEP Outcomes, Rubrics, and Dimensions" document in Appendix C. This document describes the four dimensions for each

outcome, provides an illustrative example of the kind of assignment and the common reflection prompt that could generate a student response suitable for assessment of that outcome, and hypothetical examples of the kinds of student responses that would warrant the high and low scores in the rubric.

Figure 10 *Prospect for Success: Annual Assessment Cycle*



* The sample of student responses in each college will be sufficient to provide a 90% confidence level with a confidence interval of +/- 5%.

† Training is needed to ensure inter-rater reliability; each response will be scored by two readers with a third reading in cases where scores differ by more than one.

‡ In general, the two reader's scores will be averaged. In cases where a third reading has been necessary, the third reader's score will be used for it will either be the same as one of the two previous scores or fall between them (effectively the average of all three). The data presented will show the N and percent of students earning each score and whether the learning outcomes expectation of 75% of students scoring a 2 or better has been met.

The assessment of student learning outcomes will be conducted separately in each of the college *Prospect for Success* curricula on a common cycle (Figure 10). This independent assessment is necessary to ensure that specific information concerning students' mastery of these competencies is available to the faculty who are responsible for the curriculum in which those students are enrolled. QEP faculty are responsible for collecting assessment products for each of the student learning outcomes from all students enrolled in the section of the *Prospect* course they are teaching. The QEP Assessment Director is responsible for creating a valid sample from all of

student products in each college, for coordinating the scoring of that sample using the rubrics, and for tallying the results. The compiled results will show the number and percent of students at each competency level for each of the dimensions; it will also show the number and percent of students who are deemed 'proficient' as regards each of the dimensions by virtue of a score of 2 or better on the rubric. The QEP faculty in the college, and other appropriate individuals, will review the results to determine what changes to the curriculum are appropriate, and both the data and curriculum proposals will be reviewed by the QEP Steering Committee.

Schedule: Because reflection is an integral part of the student learning process, students will complete reflection prompts for all three outcomes as called for in the Curriculum Template. However, effective monitoring of the QEP outcomes does not require that those products be assessed each and every year (*Table 7*).

Table 7 Schedule for Direct Assessment of Student Learning Outcomes

College	SLO	2013	2014	2015	2016	2017
Arts and Architecture	Commitment	•	•	•		•
	Inquiry	•	•	•	•	
	Awareness	•	•		•	•
Business	Commitment	•	•		•	•
	Inquiry	•	•	•		•
	Awareness	•		•	•	
Computing and Informatics	Commitment	•	•		•	•
	Inquiry	•	•	•		•
	Awareness	•		•	•	
Education	Commitment	•	•	•		•
	Inquiry	•	•	•	•	
	Awareness	•	•		•	•
Engineering	Commitment	•	•		•	•
	Inquiry	•	•	•		•
	Awareness	•		•	•	
Health and Human Services	Commitment	•	•	•		•
	Inquiry	•	•	•	•	
	Awareness	•	•		•	•
Liberal Arts & Sciences / University College	Commitment	•	•	•		•
	Inquiry	•	•	•	•	
	Awareness	•	•		•	•

- This schedule is based on the expectation that assessment scoring will be done for all three outcomes during the first year of implementation (and of course for any pilot implementation) as per the implementation timeline in Section 6. Thereafter, colleges may choose to conduct assessment analysis on two outcomes each year providing students are meeting the expectations and provided that there are at least three rounds of assessment results available by the time the fifth year report on the QEP is compiled.
- The order in which outcomes are assessed may change depending on assessment results in previous years. For example, if Arts and Architecture has strong results for the Commitment outcome in 2013 and 2014 but problematic results in Awareness in those same years, it would make sense to assess Inquiry and Awareness in 2015 and wait until 2016 to assess Commitment for a third time.



B. INDIRECT ASSESSMENT OF STUDENT LEARNING OUTCOMES

In addition to the direct assessment of students' mastery of the student learning outcomes, the university will assess the impact that the QEP is having on individual students by indirect means. Specifically:

- Selected questions drawn from the bi-annual administration of the National Survey of Student Engagement at UNC Charlotte map to the *Prospect for Success* QEP outcomes as shown in Appendix D. By comparing results on these questions from successive NSSE administrations in comparison to the results from other urban doctoral research universities the institution can gauge students' perceptions of their mastery of the student learning outcomes. NSSE administration takes place in alternate years and is coordinated by the Division of Student Affairs. The QEP Assessment Director will report and lead discussions on NSSE results as they relate to QEP outcomes.
- The College of Education is validating a survey that captures self-report data specific to the *Prospect for Success* student learning outcomes. If the survey is found to generate valid and reliable results, and if it can be generalized for use across campus, the QEP Assessment Director will coordinate the administration of this survey and analysis of the data collected.

Schedule:

- NSSE data was collected in 2012 using a beta-test version of the new instrument in order to establish a baseline for comparison. NSSE data will be collected in 2014, 2016, and 2018.
- The *Prospect for Success* survey will be administered annually.

C. PROGRAM OUTCOMES ASSESSMENT

UNC General Administration has established performance metrics for all campuses in the UNC System. UNC Charlotte reports annually to General Administration on these metrics using data generated by the Office of Institutional Research and must meet targets set by the system. The performance metrics relating to first-time full-time freshmen success that are relevant to the QEP include:

- One-year retention rate
- 4-year graduation rate for first time full time freshmen
- 6-year graduation rate for first time full time freshmen
- Average attempted hours per graduate

Other academic performance metrics that indicate the success of first-time full-time freshmen that are derived from Institutional Research data include:

- Average and median GPA (with quartiles)
- Numbers and percentages of students on probation or suspended in the first semester and first year
- Earned to attempted hours ratio after the first semester, the first year, and the second year
- DFW rates in Top 40 freshman courses
- The semester in which first time full time freshmen select the major in which they graduate.

The QEP Assessment Director will be responsible for preparing an annual report and leading discussion on this data with the QEP Steering Committee and at the *Prospect Summit*. Note that during the implementation period, it will be possible to generate these measures for cohorts of

new freshmen that are participating in the *Prospect for Success* curriculum and for cohorts that are not. If those cohorts are comparable in terms of academic preparation and other key variables, the comparison may provide early indications on the success of the QEP. Once the *Prospect for Success* curriculum is fully implemented in Fall 2015 such comparisons will no longer be possible.

Schedule: All Program Outcomes data is collected annually.

D. PROCESS OUTCOMES ASSESSMENT

In order to ensure that the *Prospect for Success* QEP is implemented according to plan and that improvements are made on the basis of assessment data, the QEP Assessment Director will prepare an annual report that covers:

- evaluations of the annual program of faculty development activities
- implementation schedule and process due dates
- faculty involvement in the *Prospect for Success* courses
- the results of student learning and program outcomes assessment along with recommendations for improvement based on those results

Schedule: The Process Outcomes assessment report will be prepared annually and will be reviewed at the *Prospect Summit* to be held each year.

CITATIONS

10

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APPENDICES





APPENDIX A: SAMPLE CURRICULUM TEMPLATES

A. College of Education, updated January 2013

SUMMARY

Provide a description of the engagement curriculum that you plan to offer. Please describe the program as you anticipate it will look at the end of the QEP implementation process (by Fall 2015).

The College of Education will redesign two courses in its existing curriculum.

1. The current EDUC 2100 three hour course will be redesigned specifically for new freshmen as EDUC 1100, *Introduction to Education and Diversity in Schools*. All new first-time, full-time freshmen will be expected to enroll in this course in the fall semester; the course will be four credits to allow for small group break-out sessions, integration of COED dispositions, and clinical experiences in schools. This course will emphasize the QEP curriculum as well as traditional course content.
2. SPED 2100 *Introduction to Students with Special Needs* will be redesigned to address the QEP outcomes. All new freshmen in the college who took EDCU 1100 in the fall semester will be expected to take SPED 2100 in the spring semester of their freshman year. Curriculum will be a continuation of QEP curriculum and traditional course content.

The redesign of these courses will enhance and integrate the curriculum of EDUC/SPED 2100 as sequential freshman-level courses that contribute to university students' future roles as educators and learners. Currently, these courses are sophomore-level courses required of all pre-education majors, but they are not integrated with each other.

Describe how your engagement curriculum will help make students into actively engaged learners.

Engagement is one of the core values embodied in the College of Education and is formalized within the Conceptual Framework's focus on the power of professional educators to transform lives through their knowledge, effectiveness, and commitment. Furthermore, our focus on fostering professional dispositions with our candidates will contribute to the attainment of QEP engagement outcomes. The College promotes engagement among University students in support of a) achieving a more meaningful and purposeful university learning experience, b) developing both personal and professional identity in the broader globally interconnected educational community, and c) helping students and professionals realize their full potential and autonomy to transform lives. In line with the University's values, the College of Education (COED) strives, "to prepare highly effective and ethical professionals who have a positive impact on children, youth, families, communities, and schools and who are successful in urban and other diverse settings. This mission is accomplished through teaching, research, and community engagement that lead to improved practice and by working in partnership with schools, communities, and university colleagues." The foundations of engagement as envisioned within the College of Education are laid early in students' academic studies and are nurtured through ongoing support.

How will you describe the purpose/value of your activities to students? What is the message you want to convey?

The Conceptual Framework of the College of Education states that our graduates will be prepared to transform the lives of their future students through the knowledge they acquire in coursework and through the effectiveness and commitment they demonstrate in their field experiences. Achieving these goals requires a commitment to success, critical inquiry, intercultural knowledge, effective communication skills, and self awareness. Thus, the goals of the College and the goals of the QEP are compatible and reinforcing of each other. In addition, The College has a strategic emphasis on the internationalization of teacher education, diversity, and culturally responsive curriculum and pedagogy, thus reinforcing the QEP focus on intercultural knowledge.

CURRICULUM STRUCTURE

Describe the activities that will take place within specific courses; be sure to identify which courses are involved in your engagement curriculum and when they are taught

- **Fall semester:** *EDUC 1100 Introduction to Education and Diversity in Schools.* EDUC 1100 is a four credit course and the additional meeting time will allow for small group break-out sessions, integration of professional dispositions, and clinical experiences in schools. Instruction and assessment will focus primarily on - QEP learning outcomes of Engagement -1) Commitment to Success, and 2) Inquiry, and 3) Self and Cultural Awareness:
 - Explore concepts of active learning through motivational theory, goal setting, self-regulation, reflective discourse and writing, and verbal communication skills
 - Map a plan for attaining professional and educational goals while articulating personal commitment and effectively communicating goals for success
 - Examine culture and identity beginning with self and proximal spheres of influence (family, small groups/friends/organizations, campus community, surrounding community)
 - Develop awareness of responsibilities associated with membership in all communities
 - Develop awareness of professional dispositions expected of teachers: positive impact on learners, leadership, collaboration, advocacy, ethics, and continuous professional growth
 - Engage in intercultural/civic understanding through service learning and/or clinical school experiences
 - Articulate personal rationale for becoming a teacher
- **Spring Semester:** *SPED 2100 Introduction to Students with Special Needs.* Emphasis and assessment of QEP learning outcomes will continue.
 - Further engage in intercultural/civic understanding through clinical school experiences in specialized settings
 - Explore culturally responsive curriculum and pedagogy in addressing individualized student needs through differentiation
 - Continue investigations of culture and identity through expanding spheres of influence (local city/urban center, region/South, nation/USA, global society)
 - Examine in more detail educational dispositions and their importance in the school context and with learners
 - Explore the professionalism of the profession of educators through contemporary issues
 - Examine educational law as advocacy for all learners
 - Formalize personal rationale for becoming a teacher and an educator of all students
- Reflection and communication skills are to be interwoven and used extensively in both courses.

STUDENT LEARNING OUTCOMES

Provide a description of how the engagement curriculum will address the QEP Outcomes. This description needs to be at a level of detail sufficient to show how students' skills and capacities are being developed relative to each outcome. Specifically, using the grid below, please describe: the activities that will address each outcome, the semester in which they will take place, and the assignment/activity that will generate the student product used for assessment purposes. (Some activities may address multiple outcomes so they may be listed twice.)

Learning Outcome 1: Commitment to Success. <i>Students will identify comprehensive, realistic, and meaningful goals for their collegiate experience, develop intentional strategies for achieving those goals, and revise their goals in light of experience.</i>		
Semester	Activities	Assessment Product
Curriculum Emphasis and Assessment in the fall semester EDUC 1100	<ul style="list-style-type: none"> • <i>Discovery</i> – of self, college demands, UNC Charlotte resources, teaching profession, etc. • Examination of attributes of an active learner • Map a plan for attaining professional and educational goals while articulating personal commitment and goals for success • Work with TEALR Advisors <ul style="list-style-type: none"> ○ Early advising tracked through Niner Advisor ○ Centralize advising for COED in TEALR • Identification of resources for success including but not limited to Atkins Library, Writing Resource Center, Career Planning, Counseling Center, Crossroads Charlotte, Campus Compact, TEALR, etc. 	Students will complete a four year program of study, an advising portfolio, and a dream resume and respond to a prompt asking them to reflect on how these exercises help them understand commitment to success.
Continuation in the spring semester SPED 2100	<p><i>Evaluate & Refine</i>- Continue self- knowledge and self-regulation through assessment of goals</p> <p>Work with TEALR Advisors</p> <ul style="list-style-type: none"> • Personal partnerships for success • Continuous and consistent advising • Advising as more that class permits and course authorization 	The on-going component of advising will examine the status of attaining the goals, revisioning of goals, personal efficacy as a successful learner, career options in education, etc. This will be formalized in a reflective writing task.
Learning Outcome 2. Inquiry <i>Students will understand inquiry as an open-ended pursuit of knowledge, driven by curiosity, which builds a foundation for future learning.</i>		
Semester	Activities	Assessment Products
Curriculum Emphasis and Assessment in the fall semester EDUC 1100	<ul style="list-style-type: none"> • Reading, interpreting, and discussing selected educational texts and theory examining contemporary education • Examine in more detail professional dispositions and their importance in the school context • Participation in university activities, such as distinguished speakers, student organizations, program orientations and degree fairs, advising seminars, etc. • Observations and interactions in diverse schools and examination of school contexts (elementary, middle, secondary & higher education) 	Inquiry project in which students identify and refine a question, undertake research, and present conclusions. Inquiry project will include a summative response to the common reflection prompt.
Continuation in the spring semester SPED 2100	<ul style="list-style-type: none"> • Clinically-based inquiry project examining unique attributes of learners and the educational experiences of children with special needs. Inquiry project may include a summative response to the common reflection prompt. 	

Learning Outcome 3. Self and Cultural Awareness <i>Students will demonstrate an understanding of themselves and others, as individuals whose attitudes and capacities are shaped by culture and experience as well as an understanding of the need to navigate differences in order to take advantage of opportunities and resolve conflicts</i>		
Semester	Activities	Assessment Products
Curriculum Emphasis and Assessment in EDUC 1100	<ul style="list-style-type: none"> Examine culture and identity beginning with self and proximal spheres of influence (family, small groups/friends/organizations, campus community, schools, and surrounding community) Involvement with the international community on campus and in the local community Engagement with culturally diverse schools and communities through clinical experiences Participation in Poverty Simulation Engage in intercultural/civic understanding through service learning and interactions in diverse clinical school experiences 	Culture of Place clinical experience and project, including a Culture and Identity presentation; summative assignment includes response to a common reflection prompt
Continuation in the spring semester SPED 2100	<ul style="list-style-type: none"> Exploration of student diversity and unique learning needs Clinical experiences in academically, linguistically and culturally diverse schools in which differentiation and specialized instruction is used to create equitable opportunities to learn for children with special needs and those from diverse racial and ethnic backgrounds. Intercultural experiences such as participation in International Student Coffee Hours (ISSO), International Friendship Group (International Programs Office), Conversation Partners (ELTI), and the UNC Charlotte International Festival 	

CONNECTIONS

a. Common Language: Describe how the college curriculum will respond to and enhance common messaging efforts.

- The College will communicate with students intending to become teachers during SOAR to inform them of the engagement curriculum and how it relates to the students’ goal of becoming effective professional educators and successful learners.
- College of Education faculty, staff, and advisors who are involved in summer orientation will reference common QEP messages in the particular context of the college curriculum.
- The EDUC 1100 curriculum will include expectations that students participate in Week of Welcome activities and discuss them in class.

b. The role of advising: Describe how advising will support the QEP curriculum

- Advisors from the Office of Teacher Education Advising, Licensure, and Recruitment (TEALR) will be involved, along with advisors and faculty from the various majors, in supporting the curricular work that focuses on achieving success and self-awareness. Students will have required and expanded advising sessions in both semesters of the freshman year. The 2012-2013 pilot project is designed in part to examine the role of expanded TEALR freshman advising.
- The four year plan and dream resume activities will be coordinated with staff from the advisors in TEALR.

c. Co-curricular activities: Describe the co-curricular activities you expect students to participate in and how those will be integrated in the curriculum

Required components of the classes will include:

- Observations, interactions, and service learning in schools with diverse student populations.
- Participation in university activities, such as distinguished speakers, student organizations, program orientations and degree fairs, advising seminars, etc.
- Engagement in extensions of learning through Freshman Learning Community and Teaching Fellows activities

Involvement with the international community on campus and in the local community, such as International Student Coffee Hours (ISSO), International Friendship Group (International Programs Office), Conversation Partners (ELTI), and the UNC Charlotte International Festival

d. Partnerships: Describe partnerships with UCAE, UCC, or Atkins Library (if partnering with another support unit or off-campus entity, please describe the rationale for doing so)

- Students will be encouraged to use the resources of the University Career Center, particularly those students who are uncertain about a career in education.
- Interaction with Atkins Library staff and resources will support students' understanding of inquiry an educational research

TECHNICAL DETAILS

a. Student Numbers: Please provide this data using your Fall 2011 enrollment numbers as a baseline. Specifically, please address the numbers of students, fall and spring, involved in the program when it is fully implemented.

In Fall 2011, the College of Education admitted 129 new first-time full-time freshmen. Enrollments have been close to that level for the past few years, and it is anticipated that they will remain in that vicinity for the five-year duration of the QEP.

Because EDUC 1100 and SPED 2100 are required for formal admission into a teacher education program, the College expects that all new freshmen will enroll. It is possible that a small number of students from outside the college will enroll, particularly those who are seriously considering education as a major or minor. Accordingly the college expects to enroll ~140 students in EDUC 1100 in the fall semester and a similar number in SPED 2100 in the spring semester.

b. Enrollment Logistics: how many sections of which courses, how many students per section, etc.

- Using Fall 2011 enrollment numbers as a baseline, the college expects to offer four sections (~35 students each) of EDUC 1100 each fall. Enrollments in the spring section of SPED 2100 will be larger, with two sections of ~70 students.
- Transfer students and those who indicate an interest in teaching after the freshman year will take EDUC 2100 and non-freshman sections of SPED 2100.

c. Implementation schedule: Describe the proposed schedule for implementing the QEP beginning Fall 2013. Full implementation is expected by Fall 2015

- 2013-2014: The College will offer partial implementation of the QEP curriculum by offering 3 sections of EDUC 1100 in the fall semester and one or two sections of SPED 2100 in the spring. This will accommodate ~50% of the entering freshman class.
- 2014-2015: The College will fully implement the QEP curriculum for all new freshmen.

d. Requirements and Transfers/Change of Major: Is the QEP curriculum in a required course? If so how do you plan to handle students joining the program—either students who had their QEP experience in another college or transfer students. Is the course open to students who are interested in majoring in your college?

- Both EDUC 1100 and SPED 2100 are required for students as part of the curriculum that must be completed before declaring a major in the College of Education. Native freshmen who decided to declare an education major after their freshman year, and all transfer students, will be able to complete these requirements in non-freshman sections of the courses.

B. College of Liberal Arts and Sciences and University College, revised Jan. 2013

SUMMARY

Like all new freshmen at the University, new students in the various majors in the College of Liberal Arts and Sciences and also undecided students in University College need a first year curriculum that helps them develop their intentionality, curiosity, and awareness. However, because students in these two colleges do not, for the most part, undertake a course of study that prepares them for a career in a particular profession there is not the same need (or indeed ability) to design a first year curriculum that introduces students to the profession and helps them better understand its suitability and challenges. That fact has shaped the QEP designed for CLAS/UCOL students in two important ways. First, since a disciplinary focus is not appropriate, these students need a first year curriculum that helps them appreciate the value of a liberal arts education. Second, because there is no disciplinary focus to justify a one-size-fits-all first year curriculum, these students need choice because the act of choosing will help engage them in that curriculum. (Choice is also essential given the size of this group; it would be impracticable to support a single-option curriculum that has the capacity to serve the over 1600 new freshmen who enroll in one of these two colleges each fall.)

Accordingly, the QEP curriculum for CLAS / UCOL students will offer students the option of choosing among three options when they register for classes during summer orientation:

- Freshman seminars (including freshman seminars included in the curricula of learning communities)
- General education courses that have been adapted to the QEP
- Big Questions courses: new courses with an interdisciplinary focus on a question that allows exploration of multiple approaches to knowing from across the disciplines in the College of Liberal Arts and Sciences.

Describe how your engagement curriculum will help make students into actively engaged learners.

The courses in all three of the curriculum options will be designed around active learning principles. All of these courses are built around a content focus, but the curriculum is such that they can be designed to give

primacy to the learning process. Courses will emphasize problem solving and inquiry through activities such as group projects, writing to learn, and co-curricular experiences. In addition, the curriculum in each of these options will include close collaboration with the academic advising offices that serve these students to ensure that the learning experience in the courses themselves are connected to students' graduation planning and awareness of support services.

How will you describe the purpose/value of your activities to students? What is the message you want to convey?

While some new freshmen in CLAS and UCOL have clearly identified goals as regards their particular disciplinary interests, many of the students in these two colleges need to develop a disciplinary identity based on an exploration of and reflection on their interests and goals. Moreover, because there is no simple one-to-one relationship between major and career, these students need help in understanding the value of their education and how to present that to future employers. Therefore the primary focus of the engagement curriculum in all three variations will be to engage and encourage students' curiosity and self-exploration while introducing them to the value, rewards, and career opportunities that come from pursuing their interests and related career goals. To achieve this goal, courses will be structured in a fashion that encourages students to refine and focus their interests. An important objective for faculty involved with the QEP includes helping students to become aware of and take advantage of the educational, experiential, and service opportunities on campus and in the community.

Messaging to students is framed in a developmental positioning related to the institution's slogan, "Stake Your Claim" and also the QEP's title, *Prospect for Success*. Through the QEP, we ask student to stake their claim in their academic success by intentionally engaging in the academic experience while exploring options for (and hopefully a passion in) their career match.

CURRICULUM STRUCTURE

Describe the activities that will take place within specific courses; be sure to identify which courses are involved in your engagement curriculum and when they are taught

a. Freshman seminars

- **Fall semester:** Freshman seminars are traditionally offered in the fall semester and target new freshmen; course enrollments are limited to ~25 students per section allowing the development of strong relationships within the group and between students and instructor. The QEP curriculum in freshman seminars include
 - Graduation and career planning activities, culminating in the preparation of an aspirational 'map'; includes reflection assignments early and late in the semester to allow students to appreciate their own development as regards intentionality
 - Self exploration and reflection, particularly in the context of developmental theory
 - Cultural diversity exploration, initially with respect to other students in class and then moving outward to the university and community
 - Mini-service learning project to help build awareness of social and community responsibility
 - Common reading experience: exploration of the common reading book's topics that support inquiry and awareness outcomes
 - Inquiry project
- **Spring Semester:** No formal spring semester curriculum. However, most instructors for freshman seminars are advising center staff and structured advising processes for freshmen will keep students engaged with the QEP outcomes

- The curricula of formal Learning Community programs include a freshman seminar but also other courses and a structured program of co-curricular activities. Learning community curricula and activities do carry forward into the spring semester.
- b. General education courses**
- **Fall semester:** The general education courses adapted for the QEP will typically be large lecture classes of 100 students with weekly break-out discussions sections of ~25; these courses will be restricted to new first-time full-time freshmen in one of the two colleges (unless capacity allows space for other students). The faculty member will be assisted by a graduate teaching assistant and in some cases undergraduate preceptors. While in theory all general education courses could be adapted to the QEP, this is especially true for LBST and social science courses. Faculty who agree to adapt their general education course for the QEP will commit to including the following:
 - A before/after reflection exercise that asks students to outline their vision for their university education and what will be expected of them and then reflect at the end of the semester on how that vision has changed. This activity will be supported by partnerships with advising staff and support units
 - A semester-long inquiry project related to the subject matter covered in the class: posing and then refining questions, undertaking research, and presenting their conclusions in a formal piece of writing. The inquiry project will make use of time available in the small-group break-out meetings for discussion, peer review, and presentations.
 - Self and cultural awareness activities pertinent for the subject matter of the course. These activities include both an exploration of the process by which culture and experience shape identity and opportunities to confront and then consider the different cultures and experiences of others.
 - **Spring Semester:** General education courses adapted for the QEP will be available in the spring semester with only a slight change in inflection to reflect the needs of students in their second semester. Enrollment in these designated sections will be limited to freshmen, but it is impracticable to manage enrollment to ensure that students get a second QEP experience in the spring. In addition, these sections may be valuable for students in other colleges. Academic advising structures will provide carryover into the spring semester, particularly as relates to the commitment to success outcome.
- c. Big Questions courses**
- **Fall semester:** Big Questions courses are specifically designed around the QEP outcomes. They will be team-taught courses with two or three faculty members and enrollments of ~100 students per faculty member. As in the case of the QEP general education courses, faculty will be supported by graduate teaching assistants and in some cases undergraduate preceptors. Courses will be structured to include both large meetings and smaller discussion sections limited to ~25. Enrollment will be limited to first-time full-time freshman in CLAS/UCOL (unless capacity allows space for other students). Faculty who agree to develop a Big Questions course agree to include the same set of activities listed above for QEP general education courses.
 - **Spring Semester:** As in the case of the QEP general education courses, Big Questions courses will be taught in the spring for second semester freshmen but with no effort to require students to take a spring semester QEP course. Advising structures will provide carryover into the spring semester, particularly as relates to the commitment to success outcome.

STUDENT LEARNING OUTCOMES

Provide a description of how the engagement curriculum will address the QEP Outcomes. This description needs to be at a level of detail sufficient to show how students' skills and capacities are being developed relative to each outcome. Specifically, using the grid below, please describe: the activities that will address each outcome, the semester in which they will take place, and the assignment/activity that will generate the student product used for assessment purposes. (Some activities may address multiple outcomes so they may be listed twice.)

Learning Outcome 1: Commitment to Success. <i>Students will identify comprehensive, realistic, and meaningful goals for their collegiate experience, develop intentional strategies for achieving those goals, and revise their goals in light of experience.</i>		
Semester	Activities	Assessment Products
Fall	<ul style="list-style-type: none"> Graduation planning 'map' – in partnership with academic advising Skills and resources activities – how to be a successful college student in partnership with UCAE Career exploration (some sections) – in partnership with UCC Common Reading Experience (some sections) – discussion of themes from CRE book, supports understanding of intentionality 	Before and after reflection on collegiate experience and expectations; prompt will specifically ask students to address how their expectations, understanding, and plans have changed as a result of their first semester
Spring	<ul style="list-style-type: none"> Academic advising follow up. Spring pre-registration advising will include a review of the student's fall semester reflection assignment and an updated assessment of plans based on that reflection 	
Learning Outcome 2. Inquiry <i>Students will understand inquiry as an open-ended pursuit of knowledge, driven by curiosity, which builds a foundation for future learning.</i>		
Semester	Activities	Assessment Products
Fall	<ul style="list-style-type: none"> Common Reading Experience (some sections) – discussion of themes from CRE book, supports inquiry outcomes through exploration of how the book was researched and written. Co-curricular activities – supports inquiry through research on context and generation of curiosity Inquiry project 	Inquiry project will include reflection prompt response on the inquiry process
Learning Outcome 3. Self and Cultural Awareness <i>Students will demonstrate an understanding of themselves, and others, as individuals whose attitudes and capacities are shaped by culture and experience as well as an understanding of the need to navigate differences in order to take advantage of opportunities and resolve conflicts</i>		
Semester	Activities	Assessment Products
Fall	<ul style="list-style-type: none"> Identity development activities – how culture and experience shape identity Cultural difference activities – exploration of the culture and experiences of others. Common Reading Experience (some sections) – discussion of themes from CRE book, supports awareness outcomes through what the book reveals about cultural experiences of others. Co-curricular activities – supports awareness by exposing students to the experiences of other individuals and communities 	Self and cultural awareness assignment that links semester-long activities in an exploration of cultural difference and reflection on students self awareness and responses to difference.

CONNECTIONS

a. Common Language: Describe how the college curriculum will respond to and enhance common messaging efforts.

CLAS and UCOL will communicate with students (i.e. after 1st May) to inform them of the engagement curriculum and how the curriculum will support students' academic, personal, and career goals. As students prepare to come to summer orientation they will be asked to discuss with family and then choose the QEP option that best meets their needs; the choice will include ranking preferences for particular QEP general education and Big Questions courses. If students are intentional they are more likely to be engaged.

- CLAS and UCOL faculty and staff who are involved in summer orientation will reference common QEP messages in the particular context of the college curriculum.
- All of the QEP curriculum options will include expectations that students participate in Week of Welcome activities and discuss them in class.

b. The role of advising : Describe how advising will support the QEP curriculum

- Academic advising is closely integrated into all three of the QEP curriculum options. Both CLAS and UCOL have college advising centers with full-time professional advising staff. All of these individuals teach freshman seminar courses, and they will also work in close partnership with faculty teaching the QEP general education and Big Questions courses.

c. Co-curricular activities: Describe the co-curricular activities you expect students to participate in and how those will be integrated in the curriculum

- Co-curricular activities will vary depending on the particular QEP curriculum option. In particular, the section size of freshman seminars allows instructors to plan co-curricular activities that include off-campus experiences such as visiting the Levine Museum of the New South in uptown Charlotte or mini-service learning project. In the larger enrollment QEP general education and Big Questions courses, co-curricular experiences will be mostly on-campus. However the rich diversity of opportunities available on campus—from performances and exhibits to lectures and films to student clubs and societies mean that instructors will be able to find relevant options that can be integrated into their course.

d. Partnerships: Describe partnerships withUCAE, UCC, or Atkins Library (if partnering with another support unit or off-campus entity, please describe the rationale for doing so)

- The partnerships that instructors choose to develop will vary depending upon the particular nature of the course they are teaching. Freshman seminars have very well developed partnerships withUCAE and UCC and a new partnership with Atkins Library has been developed to support the inquiry outcome. Faculty teaching QEP general education and Big Questions courses will select partnership options appropriate for their section from the 'menus' developed by the support units.

TECHNICAL DETAILS

a. Student Numbers: Please provide this data using your Fall 2011 enrollment numbers as a baseline. Specifically, please address: The numbers of students, fall and spring, involved in the program when it is fully implemented.

In Fall 2011 there were over 1600 new freshmen enrolling in CLAS or UCOL. Efforts in UCOL in the last three years suggest that a concerted effort during the summer registration period makes it possible to enroll about 90% of new freshmen in a fall semester first year experience. With the greater coherence in messaging that will take place as the QEP is implemented it should be possible to ensure that virtually all first-time full-time freshmen will participate.

The spring semester, however, presents significant challenges in this regard since students are much less tractable when selecting their spring classes. Freshman seminars are not appropriate spring semester courses (except for the very small number of first time full time freshmen who enroll for the first time in January). However, there will be multiple sections of the QEP general education and Big Questions courses available in the spring that will be restricted to freshmen. It is anticipated that approximately 50% of the new freshmen in the two colleges will enroll in a spring semester QEP course.

b. Enrollment Logistics: how many sections of which courses, how many students per section, etc.

- Freshman seminars: 25 sections at ~25 students each, fall semester only
- QEP General Education courses: 4 sections of ~100 students each, both fall and spring semesters
- QEP Big Questions courses: 3 sections of ~200 students each, both fall and spring semesters

c. Implementation schedule: Describe the proposed schedule for implementing the QEP beginning Fall 2013.

Full implementation is expected by Fall 2015

- Fall 2013: 15 freshman seminars adapted to the QEP and ~400 seats in pilot versions of the QEP general education and Big Questions options
- Fall 2014: All freshman seminars adapted to the QEP and ~600 seats in finalized versions of the QEP general education and Big Questions options
- Fall 2015: Full implementation—a QEP option will be available for all first-time full-time freshmen in the two colleges

d. Requirements and Transfers/Change of Major: Is the QEP curriculum in a required course? If so how do you plan to handle students joining the program—either students who had their QEP experience in another college or transfer students. Is the course open to students who are interested in majoring in your college?

- The QEP options are not required for graduation as such (students completing a QEP general education or Big Questions course will be able to count that class towards general education requirements). Therefore there are no issues regarding transfer students. These courses are primarily intended for CLAS/UCOL students, however as capacity allows students from other colleges who are interested in the courses will be allowed to register.

APPENDIX B: DETAILED BUDGET

Prospect for Success QEP: SUMMARY of RECURRING EXPENDITURE, NEW and CURRENT						
Item	Description	New Resources Allocated by Budget Year				Permanent Budget Allocation
		FY: 2012-13	FY 2013-014	FY 2014-15	FY 2015-16	When fully implemented
BUSINESS						
	Implementation schedule		Full	Full	Full	
Academic staff (recruit during 2012-13)	Provide instruction and advising to support full range of Student Center for Professional Development (SCPD) activities	\$ 67,622				\$ 67,622
	Sub-Total New Resources	\$ 67,622				\$ 67,622
Business Honors and Learning Community Operating Director, SCPD		\$ 18,500				
SCPD operating and discretionary		\$ 75,000				
	Sub-Total Existing Resources	\$ 8,300				\$ 101,800
	TOTAL	\$ 101,800				\$ 169,422
COMPUTING AND INFORMATICS						
	Implementation schedule		Full	Full	Full	
Lecturer (recruit during 2012-13)	FR, SO, and JR engagement courses; each includes teaching 3 large enrollment courses with common meeting time and coordinating 8 peer mentor session. Fall offerings serve new FR, spring sections serve new TRF and internal TRF.	\$ 75,000				\$ 75,000
Peer Mentors (UGA)	serve as peer group leaders \$10/hour, 10 hrs/week, 32 weeks. Need 3 additional students		\$ 9,600			\$ 9,600
	Sub-Total New Resources	\$ 75,000	\$ 9,600			\$ 84,600
Peer Mentors (UGA)	4 peer group leaders \$10/hour, 10 hrs/week, 32 weeks	\$ 12,800				\$ 12,800
	Sub-Total Existing Resources	\$ 12,800				\$ 12,800
	TOTAL					\$ 97,400
Item	Description	New Resources Allocated by Budget Year				Permanent Budget Allocation
		FY: 2012-13	FY 2013-014	FY 2014-15	FY 2015-16	When fully implemented
ENGINEERING						
	Implementation schedule		Full	Full	Full	
MAPS / Supplemental Instruction	Replace expiring NSF grant for MAPS, SI, tutors		\$ 30,000			\$ 30,000
Assessment	Faculty summer salary / release time for assessment		\$ 8,000			\$ 8,000
Engineering Learning Community	restore funding for FLC cut in recent budget years		\$ 22,000			\$ 22,000
UGAs for QEP	undergraduates serving as preceptors/graders		\$ 2,500			\$ 2,500
	Sub-Total New Resources		\$ 62,500			\$ 62,500
COE LC	Learning Community Operating	\$ 25,000				
UGAs	Student graders working for OSDS	\$ 50,000				
OSDS operating	operating budget for OSDS which teaches ENGR 1201	\$ 24,000				
Faculty sections	ENGR 1201 and ENGR 1202	\$ 530,000				
ENGR 1202	operating budget for ENGR 1202 sections, materials etc	\$ 305,000				
	Sub-Total Existing Resources	\$ 934,000				\$ 934,000
	TOTAL					\$ 996,500



APPENDIX B: DETAILED BUDGET

Item	Description	New Resources Allocated by Budget Year				Permanent Budget Allocation
		FY: 2012-13	FY 2013-014	FY 2014-15	FY 2015-16	When fully implemented
EDUCATION						
	Implementation schedule		Partial	Full	Full	
Clinical Assistant Professor	Full time lecturer to each sections of EDUC 1100, support learning labs, and advising partnerships		\$ 52,000			\$ 52,000
GTA (3)	Doctoral level GTA to teach learning labs, assist w/ assessment, assist w/ advising, assist in clinical placements		\$ 36,000	\$ 18,000		\$ 54,000
QEP coordinator	Buyout for QEP project in COED and coordinate w/ University		\$ 6,000			\$ 6,000
Co curricular support	Bus tours of schools, tour guide honoraria, museum/performance admission		\$ 2,500	\$ 2,500		\$ 5,000
	Sub-Total New Resources		\$ 96,500	\$ 20,500		\$ 117,000
	SPEED 2100 current sections	\$ 75,000				
	Sub-Total Existing Resources	\$ 75,000				\$ 75,000
	TOTAL					\$ 192,000
HEALTH and HUMAN SERVICES						
	Implementation schedule		Pilot	Partial	Full	
Faculty Stipends	15 sections for 2K per section		\$ 6,000	\$ 12,000	\$ 12,000	\$ 30,000
Technology	Grading Myers Briggs; enhancements to moodle for modules		\$ 2,000	\$ 4,000	\$ 4,000	\$ 10,000
Undergraduate Peer Mentors	Two peer mentors per seminar: 30 mentors x 88 hours per semester at \$10		\$ 10,800	\$ 21,000	\$ 21,000	\$ 52,800
	Sub-Total New Resources		\$ 18,800	\$ 37,000	\$ 37,000	\$ 92,800
	TOTAL					\$ 92,800
ARTS and ARCHITECTURE						
	Implementation schedule		Pilot	Partial	Full	
UGAs	Undergraduate Preceptors for QEP courses		\$ 2,000	\$ 3,000	\$ 3,000	\$ 8,000
Faculty development	Ongoing support for faculty teaching QEP courses		\$ 3,500	\$ 3,500		\$ 7,000
	Sub-Total New Resources		\$ 5,500	\$ 6,500	\$ 3,000	\$ 15,000
Faculty sections	Current sections in Architecture, Art, Music, Dance, Theater	\$ 140,000				
	Sub-Total Existing Resources	\$ 140,000				\$ 140,000
	TOTAL					\$ 155,000

APPENDIX B: DETAILED BUDGET Cont.

Item	Description	New Resources Allocated by Budget Year				Permanent Budget Allocation
		FY: 2012-13	FY 2013-014	FY 2014-15	FY 2015-16	When fully implemented
LIBERAL ARTS & SCIENCES / UNIVERSITY COLLEGE						
	Implementation schedule		Partial	Partial	Full	
Item	Description					
GTA lines for large courses	GTA lines for breakout sections in QEP courses (Gen Ed or new 'Big Ideas' option); 1 GTA per 100 students		\$ 24,000	\$ 48,000	\$ 48,000	\$ 120,000
Faculty incentives	Faculty incentives for QEP curriculum, includes supervision of GTA and of breakout sessions. \$1500 per faculty per semester average; 10 sections of 100 (or larger sections team taught)		\$ 11,000	\$ 12,000	\$ 12,000	\$ 35,000
	Sub-Total New Resources		\$ 35,000	\$ 60,000	\$ 60,000	\$ 155,000
CLAS/UCOL Learning Communities		\$ 35,000				
JCOL Freshman seminar expenditure		\$ 24,000				
Faculty sections	10 sections of Gen Ed classes per semester	\$ 260,000				
	Sub-Total Existing Resources	\$ 319,000				\$ 319,000
	TOTAL					\$ 474,000
QEP ADMINISTRATION						
Item	Description	FY: 2012-13	FY 2013-014	FY 2014-15	FY 2015-16	When fully implemented
Associate Dean		\$ 5,000	\$ 45,000			\$ 50,000
Assessment Coordinator		\$ 83,394				\$ 83,394
Curriculum Coordinator		\$ 71,363				\$ 71,363
Administrative Asst. (SPA)		\$ 41,780				\$ 41,780
Assessment and Development	Stipends for faculty and GTAs not otherwise covered		\$ 10,000	\$ 10,000	\$ 10,000	\$ 30,000
Expectations and messaging	Operating budget for campaigns and events	\$ 5,000	\$ 10,000	\$ 10,000		\$ 25,000
	Sub-Total New Resources	\$ 206,537	\$ 65,000	\$ 20,000	\$ 10,000	\$ 301,537
	TOTAL					\$ 301,537
ACADEMIC SERVICES						
Item	Description					
Career Center Staff	New counselor to handle additional traffic (45K base salary)		\$ 30,000	\$ 30,000		\$ 60,000
Career Center and UCAE GTAs	Provide additional support for traffic (1 in UCC, 3 in UCAE)		\$ 24,000	\$ 24,000		\$ 48,000
Peer mentors	Provide additional support (combined UCC and UCAE)		\$ 22,000	\$ 23,000		\$ 45,000
Assessments	Per student fees for additional assessments like Myers Briggs, UCC and UCAE combined		\$ 24,000	\$ 23,000		\$ 47,000
	Sub-Total New Resources		\$ 100,000	\$ 100,000		\$ 200,000
Career Center Staff		\$ 90,000				
UCAE Staff		\$ 90,000				
Peer Mentors		\$ 15,000				
Operating		\$ 30,000				
	Sub-Total Existing Resources	\$ 225,000				\$ 225,000
	TOTAL					\$ 425,000

APPENDIX B: DETAILED BUDGET Cont.

Item	Description	New Resources Allocated by Budget Year				Permanent Budget Allocation
		FY: 2012-13	FY 2013-014	FY 2014-15	FY 2015-16	When fully implemented
CAMPUS TOTALS: NEW RESOURCES						
All Requests						
COB	Sub-Total New Resources	\$ 67,622	\$ -	\$ -	\$ -	\$ 67,622
CCI	Sub-Total New Resources	\$ 75,000	\$ 9,600	\$ -	\$ -	\$ 84,600
COE	Sub-Total New Resources	\$ -	\$ 62,500	\$ -	\$ -	\$ 62,500
COED	Sub-Total New Resources	\$ -	\$ 96,500	\$ 20,500	\$ -	\$ 117,000
CHHS	Sub-Total New Resources	\$ -	\$ 18,800	\$ 37,000	\$ 37,000	\$ 92,800
COAA	Sub-Total New Resources	\$ -	\$ 5,500	\$ 6,500	\$ 3,000	\$ 15,000
CLAS/UCOL	Sub-Total New Resources	\$ -	\$ 35,000	\$ 60,000	\$ 60,000	\$ 155,000
QEP Admin	Sub-Total New Resources	\$ 206,537	\$ 65,000	\$ 20,000	\$ 10,000	\$ 301,537
Academic Services	Sub-Total New Resources	\$ -	\$ 100,000	\$ 100,000	\$ -	\$ 200,000
	Sub-Total New Resources	\$ 349,159	\$ 392,900	\$ 244,000	\$ 110,000	\$ 1,096,059
CAMPUS TOTALS: EXISTING RESOURCES						
COB	Sub-Total Existing Resources	\$ 101,800				
CCI	Sub-Total Existing Resources	\$ 12,800				
COE	Sub-Total Existing Resources	\$ 934,000				
COED	Sub-Total Existing Resources	\$ 75,000				
CHHS						
COAA	Sub-Total Existing Resources	\$ 140,000				
CLAS/UCOL	Sub-Total Existing Resources	\$ 319,000				
QEP Admin						
Academic Services	Sub-Total Existing Resources	\$ 225,000				
	Sub-Total Existing Resources	\$ 1,807,600				\$ 1,807,600
	TOTAL					\$ 2,903,659

APPENDIX C: QEP OUTCOMES, RUBRICS, AND DIMENSIONS

SUMMARY

This document specifies each of the three student learning outcomes for the *Prospect for Success* QEP. Each section begins with a statement connecting the outcome to the experiences and characteristics of an engaged student, and provides an example of an assignment that might be used by the instructor to generate a student product for assessment purposes. The rubrics for all three student learning outcomes use a four-point scoring scale (0-3) and describe the level of performance for each of the four evaluation criteria. A more detailed explication of the evaluation criteria for each rubric follows, along with hypothetical examples of the kinds of statements that might appear in student products that would be associated with the high and low scores on the rubric.

A WORK IN PROGRESS

This version of the rubrics that will be used for direct assessment of the QEP student learning outcomes is intended as a working document. While careful thought and analysis has gone into the development of this framework for defining and measuring the effectiveness of the QEP, it will need to be tested and adapted as the institution learns more about how to effectively implement the *Prospect for Success* engagement curriculum. That field testing and refinement process will involve the following steps:

- Spring 2013: Samples of student work from the Fall 2012 QEP pilots will be scored using the rubrics. Insights from that scoring will be shared with the team planning the annual program of faculty development activities that will be launched in May 2013.
- May 2013: An important agenda item for the faculty development program to be held in May 2013 will be to review these rubrics in reference to samples of student work. Faculty will participate in scoring exercises and will have opportunities to consider their curriculum and assignment design in light of the outcomes, the rubrics, and sample student work. The rubrics may be revised as a result of input from faculty during this session.
- Spring 2014: The QEP Assessment Director will monitor issues that emerge with the rubrics during the scoring of samples of student work during the direct assessment of student learning outcomes. As was the case in Spring 2013, those insights will be used in planning the specific agenda for the annual program of faculty development activities for the 2014-15 academic year that will begin in May 2014.
- May 2014: The faculty participating in the development will again review these rubrics in reference to samples of student work and make minor changes if warranted.

1. **COMMITMENT to SUCCESS: Students will identify comprehensive, realistic, and meaningful goals for their collegiate experience, develop intentional strategies for achieving those goals, and revise their goals in light of experience**

Students who are active partners in the learning experience have the ability to identify who they want to become and the skills, knowledge, and motivation needed to get there. Commitment to success is obviously important on a small scale (for example as it relates to academic performance in a single course) but for the purpose of the QEP the focus is on a commitment to success as evident on a more holistic scale of the student's collegiate experience and beyond.

Common Assessment Prompt:

“Two-part reflection on my passion and my pathways”: Students are assigned a two-part reflection essay. Part one is early in the fall semester and requires a student to identify a) his/her passion and goals b) the elements of the collegiate experience that are needed to achieve those goals c) the specific elements that need to be achieved in the first semester/year and d) the support networks the student plans to employ. Part two comes at the end of the semester or year and requires the student to reflect on his/her initial statement and to a) reassess his/her passion and goals, b) restate the elements of the collegiate experience needed to achieve those goals, and c) reflect on how a) and b) have changed based on experiences in the first semester/year. This reflection essay is the student product that will be assessed.



Commitment to Success				
Dimension	0	1	2	3
Goal Setting	No Evidence	Goals are not specific, realistic, or well informed	Goals are somewhat specific, realistic, or well informed	Goals are specific, realistic, or well informed
Implementation Strategies	No Evidence	Specific strategies are identified for some goals	Specific strategies are identified for most goals	Specific strategies are identified for all goals
Support Networks	No Evidence	Identifies support networks to achieve goals	Articulates how to use support networks to achieve goals	Can describe follow through on a plan to use specific support networks to achieve goals
Personal Responsibility	No Evidence	Takes no personal responsibility for achieving success	Takes some personal responsibility for achieving success	Takes full personal responsibility for achieving success

Performance Outcome:
75% of the reflection essays evaluated will achieve a score of 2 or higher on all dimensions of the Commitment to Success Evaluation Rubric

EXPLICATION (and examples)

Goal Setting: Students need to be able to articulate their educational, career, and personal goals in order to commit to success. The goals students identify should be specific in the sense that they represent tangible outcomes. Goals should also be realistic, both in the sense that they are achievable and also in the sense that they are coordinated with each other. Finally goals should be informed by both honest self assessment and a realistic assessment of external factors.

- More specific/realistic/well informed: “entry level position in engineering”; “1st year GPA >3.2”; “competitive for internship in junior year”;
- Less specific: “do well in school” “become Fortune 500 CEO”; “get a good job”

Implementation Strategies: Students need to be able to identify the strategies they will need to pursue to achieve their goals. Different strategies will be appropriate for different goals, and students should be able to articulate those differences.

- Strategies: “Join/form study group in all classes with 50 or more students”; “do an internship”; “go to my professors’ / TAs’ office hours regularly”; “limit work hours to 12 per week”
- Wishful thinking: “study hard”; “make connections with other students”; “get to know faculty”

Support Networks: In essence, support networks are a subset of implementation strategies that involve interactions with others and particularly those who have experience or training that can help students achieve their goals. Students need to be able to identify and implement a plan for taking advantage of those support networks, both on and off campus.

- Identify and follow through: “I attended 4 UCAE Workshops”; “started early with tutoring in _____ because that subject is difficult for me”; “joined student organization in chosen field of study”;
- Less specific/no follow through: “checking in with parents/family”; “getting help from friends in class”

Personal Responsibility: Students should take ownership of their educational experience. In particular, they need to acknowledge failure (or success) as their own responsibility and learn from experiences; students also need to envision themselves as active agents in their own development.

- Taking responsibility: “Exam grade made me realize I need to be in study group / go to tutoring”; “I turned in papers that did not represent my best work and realized that I need to allow much more time for assignments”; “mid-term grades made me realize I need to cut down on work hours”;
- Not taking responsibility: “professor was too hard”; “I’ll study harder next time”; “I got unlucky with the essay question” “subject isn’t really relevant to my major”

2. INQUIRY: Students understand inquiry as an open-ended pursuit of knowledge, driven by curiosity, which builds a foundation for future learning.

Students who are active partners in the educational experience are intrinsically curious. They understand that knowledge is made rather than simply received. They also are on their way to mastering the process of inquiry by means of which knowledge is constructed.

Common Assessment Prompt:

“Reflection on an Inquiry Project”: Students are assigned an inquiry project. The particular topic, sources, and methods for this project are unique to each QEP curriculum, but there are commonalities to the underlying approach that is taken in pursuing inquiry: an emphasis on developing and then refining a question; exploration of sources, material, and approaches in order to make meaning and understanding through the chosen line of inquiry; and the generation of conclusions, insights and ideas as a result of inquiry. As part of the assignment, students must write a reflection on the inquiry process based on the following prompt, and it is this essay that will be assessed, not the inquiry project per se.

- How did you choose your topic for inquiry/approach** to a problem?
- How did you conduct inquiry and in so doing refine and adapt your topic/problem/question?
- How did you assemble information/results/efforts in order to craft a conclusion/solution/answer?
- What did you learn? What new knowledge, insights, or ideas did you generate by undertaking this inquiry process?
- What’s next? How could you apply the methods, skills, and knowledge developed during this inquiry process to other problems?
- What new questions or problems have emerged out of your work?

NOTES:

*** The options presented -- “topic/problem/question” etc. -- are intended to encompass the variety of actual assignments students will have completed. The prompt given to a specific group of students may need to be edited so that it speaks to the work they have completed, and it may also make sense to allow the prompt to include a parenthetical “for instance...” for further clarification. One particular type of inquiry project that may not be well represented in these options are those in the creative arts.*

INQUIRY				
Dimension	0	1	2	3
Open-Ended	No Evidence	Describes inquiry as narrowly focused and static with limited evidence of the exploration of new material	Describes inquiry with some evidence of breadth and adaptation with some evidence of exploring in new material	Describes inquiry in terms of an evolving set of questions that shows exploration in new material
Curiosity	No Evidence	Curiosity is not genuine; externally motivated	Curiosity is somewhat genuine; somewhat internally motivated	Curiosity is genuine; internally motivated
Connections	No Evidence	Makes few connections	Makes some connections	Makes multiple connections
Analysis / Synthesis	No Evidence	Describes analysis/synthesis in terms of lists and or formulas	Describes analysis/synthesis in terms of organizing evidence	Describes analysis/synthesis in terms of identifying underlying patterns in evidence to generate conclusions

Performance Outcome: 75% of the reflection essays evaluated will achieve a score of 2 or higher on all dimensions of the Inquiry Evaluation Rubric

EXPLICATION (*and examples*)

Open Ended: Students should see the process of inquiry as open-ended. It begins with a problem or vision rather than a topic or subject, and the process of inquiry should be described in terms of the evolution of the problem or vision rather than as the regurgitation of information or the rote application of a rule or process. The evolution of the questions that drive an inquiry process comes in part from a substantive engagement with new ideas, approaches, information, and evidence. The evolving questions and engagement with new material means that while an inquiry process will come to an end (because the assignment has to be turned in) students should be cognizant of the new lines of inquiry or creative opportunities that have been opened up and new material that needs to be explored.

- Open ended: "I am interested in _____ and particularly the question of why/how _____"; "I started out working on ____ but realized that the more interesting/feasible question was _____?"; "I wanted to express _____ and realized that it worked best if I _____"
- Rote learning: "my topic is ____"; "In order to _____ the first step is to _____, then ..."

Curiosity: Students should demonstrate a genuine curiosity about the topic of their inquiry, expressing interest and a desire to want to learn more or explore in more depth. They should be interested in sharing their findings with others.

- Genuinely curious: "I want to find out more about _____"; "my conclusions suggest the following questions _____"; "now that I have seen how this works I want to try _____"
- Superficially curious: "I learned 3 things about _____";

Connections: Students should be able to make connections between the particular focus of an inquiry project and a wider world of knowledge. This could include making connections with other bodies of material or creative approaches that have been encountered during the research/creative endeavor, or it could include connections made to other courses or other experiences.

- Evidence of making connections: "I can see how important it is to collect accurate data"; "I think what I learned would also work for _____"; "the research I did in the library for my project made me realize that my project is also connected to research on _____"

Analysis / Synthesis: While these two processes are in a sense quite different, they are related in that they are both means by which an accumulated body of evidence is processed in order to generate conclusions. Students should be able to step back and see these processes as elements in the inquiry process.

- Genuine Analysis/Synthesis: "I noticed that a common factor in the three examples was _____"; "it was interesting to compare ____ and ____ because that highlighted the differences..."
- Superficial Analysis/Synthesis: "I used the rule for determining _____"; "I put my three examples in chronological order..."

3. SELF & CULTURAL AWARENESS: Students will demonstrate an understanding of themselves, and of others, as individuals whose world view and capacities are shaped by culture and experience as well as an understanding of the need to navigate difference in order to take advantage of opportunities and resolve conflicts.

Students who are active partners in the educational experience are aware. This awareness has two aspects. On one hand they are able to see themselves from "outside" in the sense of understanding their own pre-dispositions, capacities, and cultural understandings and expectations. On the other hand they are able to appreciate others from the "inside" in the sense of understanding the pre-dispositions, capacities, and cultural understandings and expectations of others. Being self and culturally aware allows a student to navigate difference and thus take advantage of the opportunities that the collegiate experience can provide.

Common Assessment Prompt:

“Reflection on an Intercultural Knowledge Experience or Project”: Students have to complete an assignment that will, necessarily, require interaction with or consideration of individuals who are different from themselves. The particular nature of the assignment will vary depending upon the QEP curriculum, and the interactions with ‘difference’ could come from the project or within a group of students assigned to the project, or both. As part of the assignment, students must reflect on what they learned about themselves and others in the process of completing the assignment. The reflection essay written in response to the following prompt will be the student product that is assessment.

- What assumptions did you bring to the assignment/experience, where did those assumptions come from, and how did those assumptions shape your reactions and learning?
- What did you understand about your own world view and capacities as a result of the assignment?
- What did you understand about the worldview and capacities of others?
- How were you able to navigate the differences you encountered either in the sense of resolving mutual misconceptions or leveraging multiple perspectives of those involved?

SELF and CULTURAL AWARENESS				
Dimension	0	1	2	3
Awareness	No Evidence	Minimally aware of own attitudes and capacities	Aware of own attitudes and capacities	Reflects on own attitudes and capacities
Openness	No Evidence	Interprets and interacts from personal point of view only	Interprets and interacts with some consideration of other points of view	Interprets and interacts with consideration and understanding of multiple points of view
Social Responsibility	No Evidence	Limited recognition of own responsibility as a member of complex communities	Some recognition of own responsibility as a member of complex communities	Strong recognition of own responsibility as a member of complex communities
Navigating Difference	No Evidence	Perceives the differences between self and others as unbridgeable	Tolerates (politely) the differences between self and others	Accepts the differences between self and others

Performance Outcome:

75% of the reflection essays evaluated will achieve a score of 2 or higher on all dimensions of the Self and Cultural Awareness Evaluation Rubric

EXPLICATION (and examples)

Awareness: Students should be aware of their own capacities and attitudes and be able to reflect on the extent to which those attitudes and capacities are the process of experiences. Students lacking this awareness often assume that their world view is normal or natural and are therefore critical of differences with others.

- Aware: “because I am not so good at _____ I need to make an effort to _____”; “I think I am effective at _____ because when I was younger I had to _____”
- Unaware: “I am pretty smart but not very hardworking”

Openness: Students should be able to interpret the actions of others, and interact with others, in a fashion that takes into consideration the worldviews, experiences, and aptitudes of those individuals or groups. Students without this openness are likely to be judgmental or at best merely tolerant of others.

- Open: “I find it interesting to hear about other people’s experiences,” “I realized that _____ would have seen what happened in _____ differently from my family”;
- Closed: “I can’t imagine how people could do/believe that”; “It is obvious that the right way to _____”; “I had to keep my mouth shut when she _____”

Social Responsibility: Students should recognize and embrace their responsibility as members of overlapping communities of various kinds. Recognition would involve acknowledging such responsibility but embracing that responsibility would include evidence of actions demonstrating such understanding.

- Responsible: “being in this group made me realize that it is important to think about the implications of what we do for people in other countries”;
- Not responsible: “why should we waste time with this project? It does not have any relevance for my life.”

Navigating Difference: Students need to be able to navigate personal, social, and cultural differences they encounter; indeed they ideally need to be able to take advantage of differences to maximize their own and a group’s potential.

- Accepts difference: “it was really helpful to have someone with that perspective in our group”;
- Threatened by difference “it was hard having someone with a funny accent in our group”; “I didn’t feel comfortable with sharing my ideas”; “our group was ok except for the person who kept wanting to talk about the point of view of _____”; “if you don’t like reading novels you shouldn’t be in college”

APPENDIX D: ALIGNMENT OF QEP STUDENT LEARNING OUTCOMES WITH NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE)

This crosswalk shows the questions from the 2013 NSSE survey instrument and the Development of Transferrable Skills (DTS) module that map onto *Prospect for Success* student learning outcomes. The mapping is not perfect; important aspects of the QEP outcomes are not captured in NSSE questions and some of the NSSE questions that are mapped are only tangentially related to the QEP outcomes. However, NSSE data provides UNC Charlotte with the ability to benchmark students' perceptions and self-reported behaviors against a national norm.

- For each outcome the rubric has been condensed to show the evaluation criterion for the highest possible score.
- NSSE questions are summarized. Most begin with an implicit 'Have you...' that has not been included. A facsimile of the 2013 NSSE instrument can be found at http://nsse.iub.edu/pdf/survey_instruments/2013/2013%20NSSE%20Instrument.pdf
- NSSE questions with the heading "DTS" are drawn from the "Development of Transferrable Skills" module. A facsimile of the Development of Transferrable Skills module can be found at <http://nsse.iub.edu/pdf/modules/NSSE%202013%20Development%20of%20Transferable%20Skills%20Module.pdf>

1. COMMITMENT to SUCCESS: Students will identify comprehensive, realistic, and meaningful goals for their collegiate experience, develop intentional strategies for achieving those goals, and revise their goals in light of experience

Dimension	Rubric, Score of 3	NSSE Questions
Goal Setting	Goals are specific, realistic, or well informed	12 Have you / do you plan to... a. Participate in an internship, co-op, field experience, student teaching, or clinical placement b. Hold a formal leadership role in a student organization or group d. Participate in a study abroad program e. Work with a faculty member on a research project
Implementation Strategies	Specific strategies are identified for all goals	1a. Asked questions or contributed to course discussion in other ways 10a. Identified key information from reading assignments 10b. Reviewed your notes after class 16a. [How many hours a week do you spend...] Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)
Support Networks	Can describe follow through on a plan to use specific support networks to achieve goals	1e. Asked another student to help you understand course material 1f. Explained course material to one or more students 1g. Prepared for exams by discussing or working through course material with other students 3d. Discussed your academic performance with a faculty member
Personal Responsibility	Takes full personal responsibility for achieving success	1c. Come to class without completing readings or assignments



2. INQUIRY: Students understand inquiry as an open-ended pursuit of knowledge, driven by curiosity, which builds a foundation for future learning.

Dimension	Rubric, Score of 3	NSSE Questions
Open-Ended	Describes inquiry in terms of an evolving set of questions that shows exploration in new material	2f. Learned something that changed the way you understand an issue or concept <i>DTS 2a. Used information from a variety of sources (books, journals, internet, databases etc.)</i> <i>DTS 2d. Presented multiple viewpoints or perspectives</i>
Curiosity	Curiosity is genuine; internally motivated	<i>DTS 1e. Creatively thought about new ideas or about ways to improve things</i>
Connections	Makes multiple connections	2a. Combined ideas from different courses when completing assignments 2g. Connected ideas from your courses to your prior experiences and knowledge <i>DTS 2c. Included ideas from more than one academic discipline</i>
Analysis / Synthesis	Describes analysis/synthesis in terms of identifying underlying patterns in evidence to generate conclusions	6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) <i>DTS 1f. Critically evaluated multiple solutions to a problem</i> <i>DTS 2b. Assessed the conclusions of a published work</i>

3. SELF & CULTURAL AWARENESS: Students will demonstrate an understanding of themselves, and of others, as individuals whose world view and capacities are shaped by culture and experience as well as an understanding of the need to navigate difference in order to take advantage of opportunities and resolve conflicts.

Dimension	Rubric, Score of 3	NSSE Questions
Awareness	Reflects on own attitudes and capacities	2d. Examined the strengths and weaknesses of your own views on a topic or issue
Openness	Interprets and interacts with consideration and understanding of multiple points of view	2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments 9 Have you had discussions with a. People of a race or ethnicity other than your own b. People from an economic background other than your own c. People with religious beliefs other than your own d. People with political views other than your own
Social Responsibility	Strong recognition of own responsibility as a member of complex communities	2b. Connected your learning to societal problems or issues <i>DTS 1a. Discussed or debated an issue of social, political, or philosophical importance</i> <i>DTS 1d. Discussed the ethical consequences of a course of action</i>
Navigating Difference	Accepts the differences between self and others	2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective <i>DTS 1c. Worked in a group with people who differed from you in terms of background, political orientation, points of view etc.</i>

